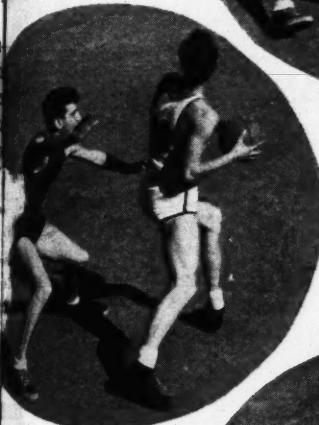


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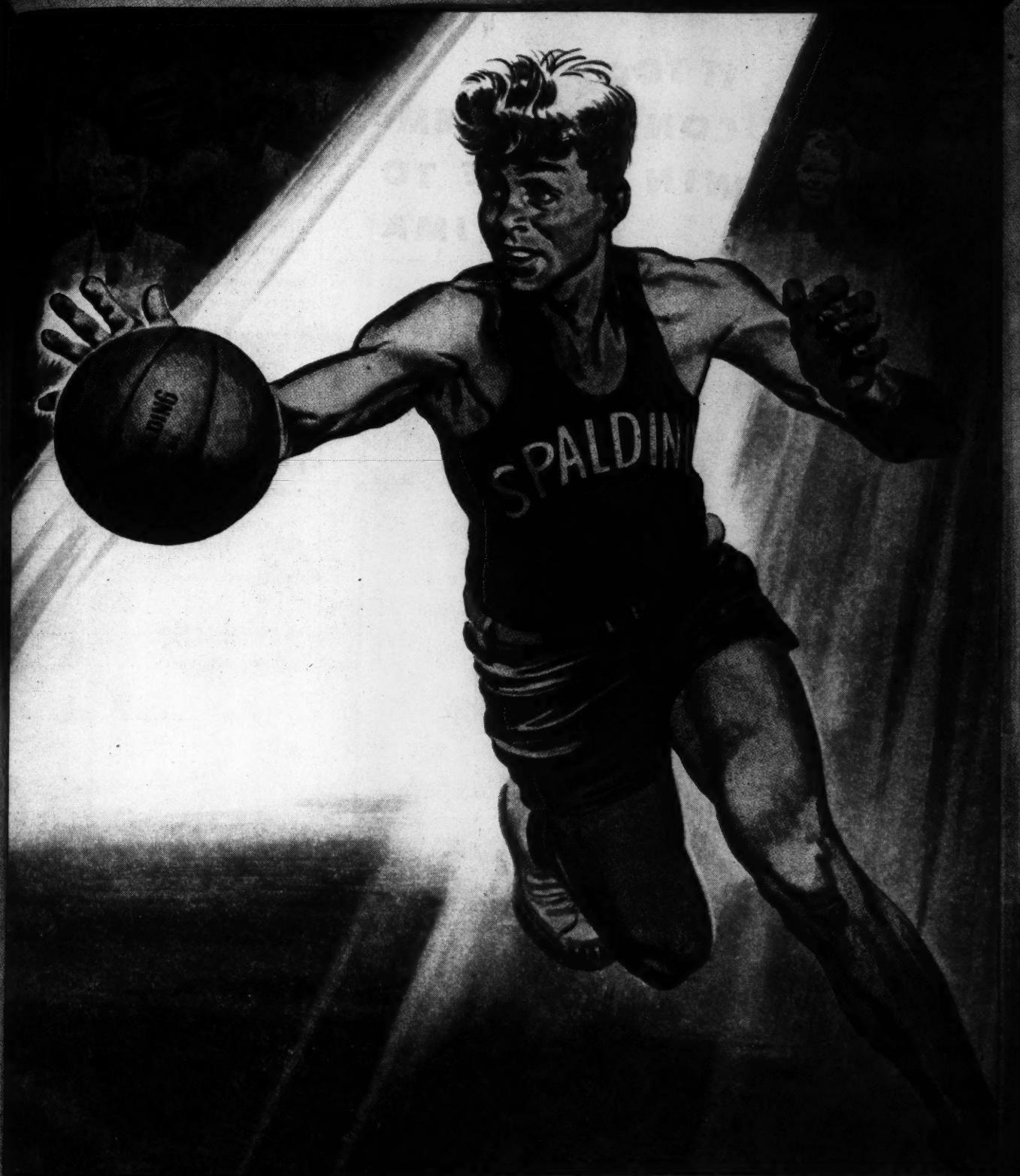
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IN THIS ISSUE VOL. 15, NO. 3

HERE BELOW (Touchdown Dinosaurs).....	5
INDIVIDUAL DEFENSE.....	9
By Adolph Rupp	
BACK-COURT SWITCH (Action Pictures).....	10
CENTER OPEN OFFENSE.....	11
By Richard Christensen	
STANFORD'S WEAVE.....	13
By Everett Dean	
BEATING THE FORCE.....	16
By Harry Kellar	
COACHING: A FUNDAMENTAL CONCEPT.....	18
By John D. Lawther	
A SHORT COURSE IN ADVANCED WRESTLING	22
By Raymond Swartz	
A PORTABLE RIFLE RANGE.....	26
By Brother Clarence Walters	
BASKETBALL BRAIN-BUSTERS.....	34
By Edward H. Boell	
THE ATHLETIC INSTITUTE.....	40
NATIONAL FEDERATION NEWS.....	42
Reported by H. V. Porter	
ON DEFENSE (Action Pictures).....	44
PHYSICAL EDUCATION FAILING?.....	46
By B. Everard Blanchard	
MOTIVATION DEVICES.....	48
By H. B. Stephenson	
COACHES' CORNER.....	50
RECESS BASKETBALL.....	54
By Huron J. Smith	
NEW BOOKS.....	55

Editor: OWEN REED
Assistant Editor: H. L. MASIN

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The Armed Forces will continue to take the major part of our production for the balance of this year and into 1946.

Many G I Joes remain on the job not only in far-flung corners of this war-weary earth but right here in America. Their recreation needs while in Armies of Occupation and while awaiting discharge deserve first consideration. We are asking all our customers to bear with us a little while longer until we are able to increase our civilian production to satisfy the demand for Rawlings equipment.



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Touchdown dinosaurs

DON'T look now, but isn't Army just about the greatest college football team of the generation?

The Cadets haven't been beaten in two years. Haven't even come close to losing. Anytime they score less than four touchdowns, they're supposed to be slipping. Look at their record the past two seasons:

Army 46	North Carolina 0
Army 59	Brown 7
Army 69	Pittsburgh 7
Army 76	Coast Guard Acad. 0
Army 27	Duke 7
Army 83	Villanova 0
Army 59	Notre Dame 0
Army 62	Pennsylvania 7
Army 23	Navy 7
Army 32	Louisville AAF 0
Army 54	Wake Forest 0
Army 28	Michigan 7
Army 55	Motor Torp. T. C. 13
Army 48	Duke 13
Army 54	Villanova 0
Army 48	Notre Dame 0

The more ecstatic typewriter jockeys are now claiming they're the greatest team of all time. Not having seen the teams of all time, we won't go that far. But we will say this—the Cadets are the greatest college club we've ever seen.

As we write this, they've still three tough opponents to play. But if they lose a game, we'll push a cleat from West Point to Peoria with our nose.

We saw the future generals flatten a good Michigan team the other week. And were profoundly impressed. Ever see a tank plow through a rose bush? The ball would go to a buffalo yclept Doc Blanchard. And the good Doc would cave in the Wolverine line for 10 or 15 yards. Then Glenn Davis would scram around end for another 15 or 20.

All right, we're exaggerating. But not as much as you think. Blanchard and Davis play the game as if they invented it. They represent the most explosive one-two punch in football. One guy can run away and hide from you, while the other can run right over you and grind you into dust.

As everybody and his Aunt

Amelia knows, the Cadets attack from a T. Much has been made of the dynamic speed and power they generate from it. And it's true. But we'd hardly say the T is the secret of their success. There is no secret. It's purely a matter of manpower.

They have weight, speed, blocking, passing, kicking, and a 205-pound line that opens holes Whistler's mother could crawl through on her hands and knees. So what difference does it make whether they use a T, box, single wing, short punt or pure limburger formation?

THE Michigan team was a joy—young, inexperienced but full of fight and resource. Fritz Crisler's genius shone through every move they made.

The Wolverines attacked from both the single wing and the T. They would line up in a T, with unbalanced line and split ends. They would then attack immediately or shift first into a single wing. The line remained unbalanced.

Their single wing was a shifting, faking affair, teeming with spins, split backs and reverses. It could have been given more authority, we thought, with a better exploitation of the T. The Wolverines set up in the T, but didn't attack enough from it. The Cadets could pretty well anticipate the shift into the single wing.

The defense Crisler rigged up was a masterpiece of careful planning. It was obviously a guesser's defense, in which palpable weaknesses were left to provide great strength in the middle.

The ends sometimes backed up, sometimes played in the line inside their tackles. The tackles frequently played guard. Most of the time, nobody in the secondary was more than 12 yards back. We definitely spotted such screwball alignments as a 3-5-3, a 4-4-3 and a 4-3-1.

At that, it paid dividends. The Cadets didn't sew up the game until the third quarter. Against Army, that's definitely a moral victory.

ALL together, men, a loud locomotive for Branch Rickey. That belt he handed "the color line" deserves it. We refer to his signing of Jackie Robinson, the Negro baseballer. Robinson thus becomes the first member of his race to crash modern organized baseball (there were a couple of others before 1900).

There never was a rule against Negro players. It was one of those preposterous unwritten laws. Much as some club owners would have liked to play Negroes, they couldn't muster the courage to do it.

They were afraid to on two counts: first, the resentment it might arouse in Southern cities; and, second, the trouble it might cause among the players.

Both these points had a certain realistic validity. But their concept was too un-American to let pass unchallenged.

We've always prided ourselves in our democratic institutions . . . brandished our Bill of Rights as a model of decency in human relations . . . went to war to disprove such balderdash as master races . . . led the world in the fight for the dignity and rights of minorities everywhere.

We've also boasted that our sports reflected our free, democratic way of life. We let our Negroes play college football, box professionally and represent us in the Olympic games. Yet we have consistently refused to let them play baseball alongside white men!

Will the Robinson experiment work? We're sure of it. Robinson will take a lot of vocal abuse, be subjected to plenty of petty indignities. But he'll get his chance. Our people are too fair, too sporting, to get violent about it.

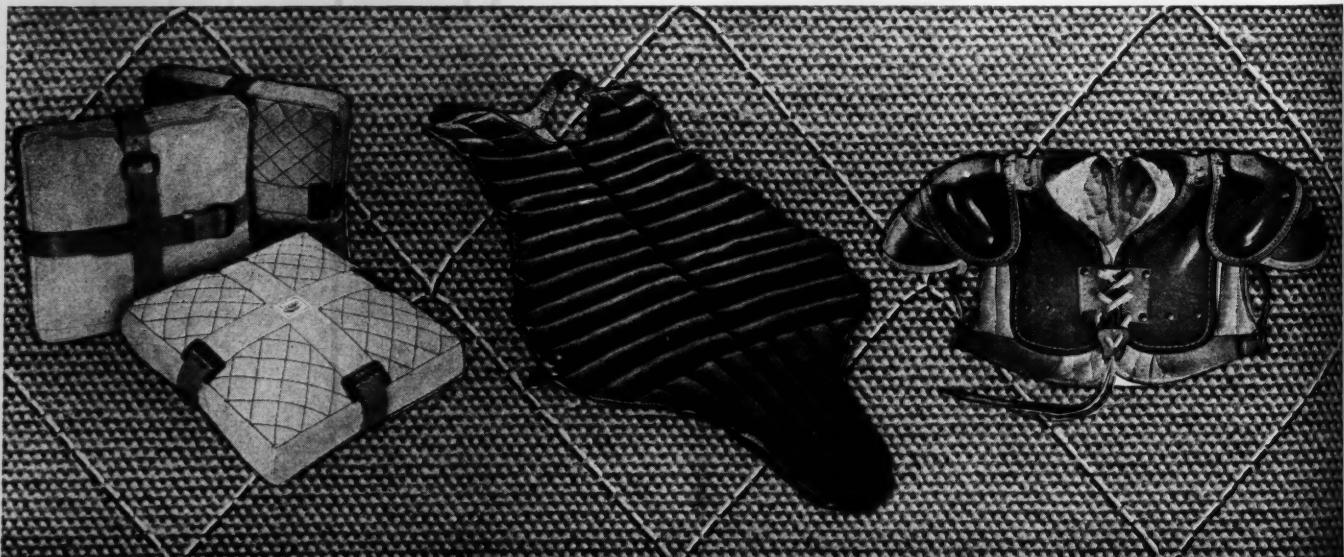
Robinson himself, an intelligent, sensitive college graduate, is completely convinced he can break down the barriers of prejudice. He's played both with and against Southern athletes and has nothing but nice things to say about them.

(Concluded on page 38)



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Individual Defense

by Adolph Rupp

Way down South at the University of Kentucky, the Adolph Rupp stamp on a basketball team is a guarantee of beautifully sound defense and defense.

GOOD guard! That's music to a basketball coach's ears. While good offensive men come a dime a half-dozen, good defensive players are hard to find.

Not that defense is harder to master. It's just that guarding doesn't appeal to the boys. It hasn't the excitement, the interest, the crowd-catching appeal of offense. It is hard, tough work—a form of drudgery.

The coach must "sell" it to his boys; impress them with its value, its close association to offense.

In this defensive once-over, we're going to assume you're the individual guard.

Your first job is to catalogue the opponent. Study him, discover his weaknesses and strength. Then try to outguess him.

The most important feature of individual defense I would say, is never allow the opponent to get between you and the basket. Regardless of the manner in which he deploys, take a position that will block his direct route to the basket.

If the opponent sets up some distance from the basket, play him more loosely than you would when he is close in. Know your man thoroughly. If he's a dead shot, play him closely. If he's fast and shifty, give him room. If he can both shoot and shift, you've got a job on your hands.

Footwork is very important. Slide with your man; do not cross your feet. Stay on your toes in a slight crouch. Take a position that is comfortable, that will enable you to drive quickly in any direction.

Keep the arms outstretched, swinging up and down to bother the opponent's shooting and passing. This slows up the offense, preventing the man from passing quickly and accurately.

When the opponent sets to shoot, flag him. Wave your hand overhead. Yell at him. Try to get close enough to deflect the shot with your upraised hand. But don't charge or leave your feet.

Always approach the man with your feet spread, so that you can shift to meet any feint or cut. If you charge him, he will sidestep

and dribble in to the basket. Or he will give and go.

Along the same line, don't jump into the air to block a shot. A smart opponent will bluff a shot and dribble under you. Always keep your balance. Once in a while, however, a leap for a positive shot is permissible.

Always keep your eyes on the ball and on the men at the same time. I say "men" because watching one man is not enough. In the modern game, a lot of blocking takes place. If you just watch your man, you're a sucker for a screen. Therefore, watch all the men moving in your direction.

Try to keep your eye on the ball, too. If this becomes impossible, watch only the man. When forced to turn your back on the ball, run with one hand up and the other to the side. This affords good protection against both bounce and lob passes.

Another "must" on defense is maintaining an inside position. If an opponent is dribbling, stay on his inside and drive him to the sidelines.

Most high school players, however, can go only one way. Study your man carefully. If he always feints left and goes right, for example, play him heavily on the right. This will force him to cut to his weak side, the left.

Get in motion with the man. Use your inside hand to take the ball away. Be careful that he does not stop suddenly and throw you off-balance.

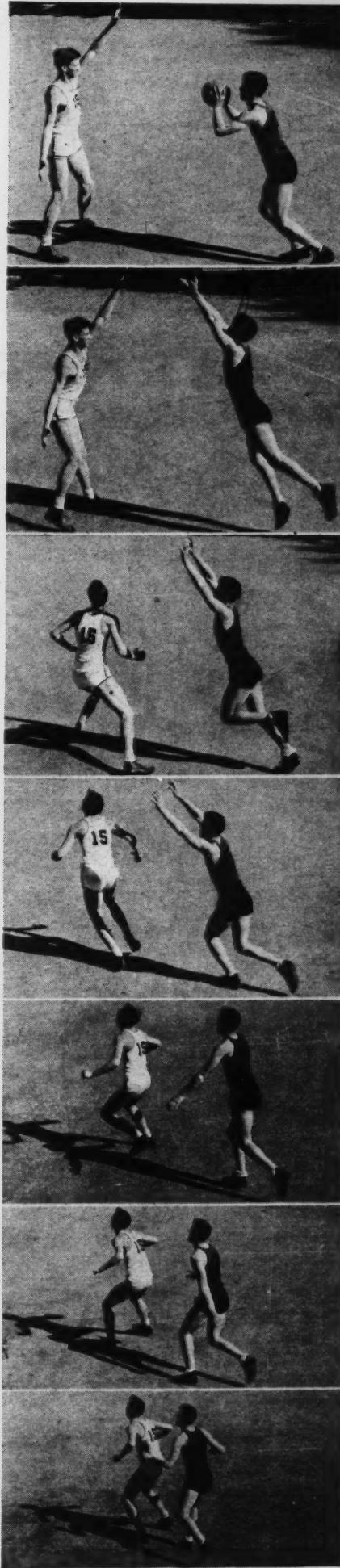
Whatever you do, don't stand flat-footed and slap at the ball as the dribbler goes by. If you miss, he has a sure goal.

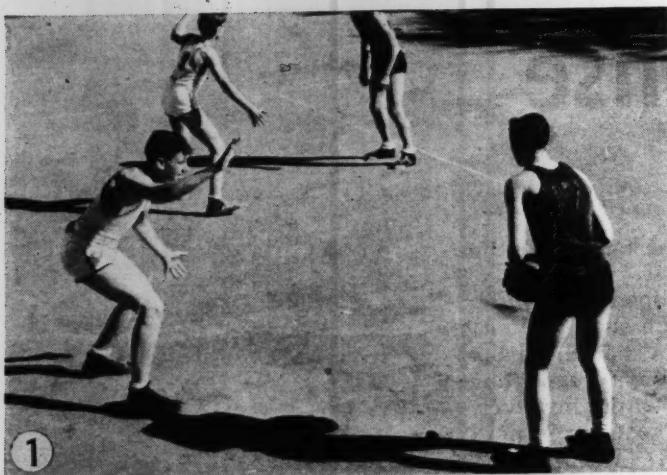
Keep this inside position against shooters, too. Don't turn your back on the man after he shoots. See how he commits himself first. If he starts following his shot, stay in front of him, going with him to the basket.

(Concluded on page 54)

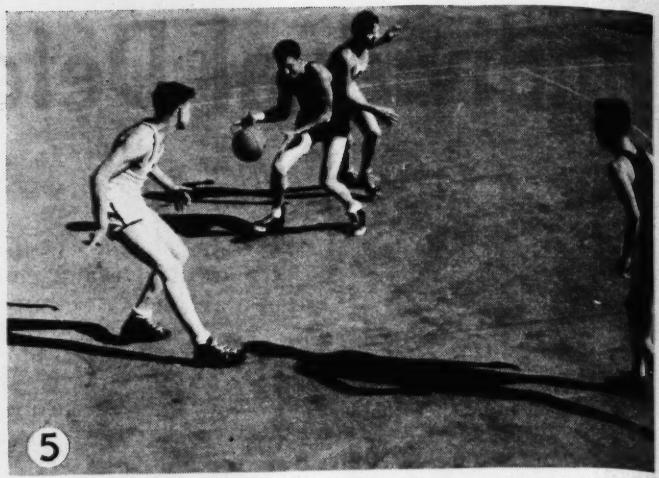
BOXING A MAN OUT

The guard who forgets about his man after he shoots is committing a fatal error. A smart shooter will slip around him and steal the rebound. What the guard should do is block the shooter's direct route to the basket. He should run in front of him, maintaining a favorable inside position.





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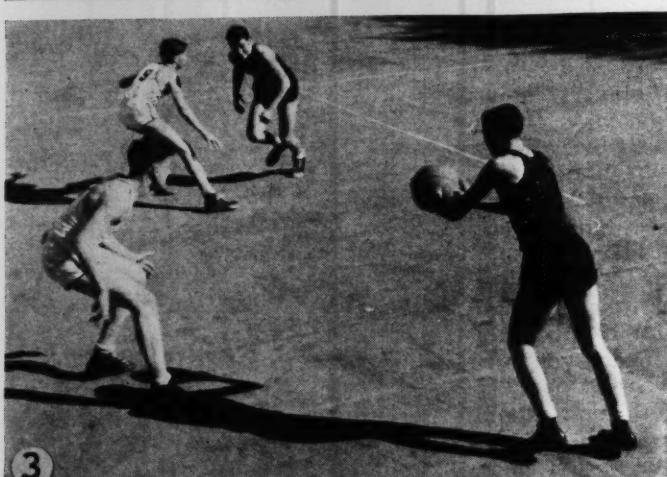
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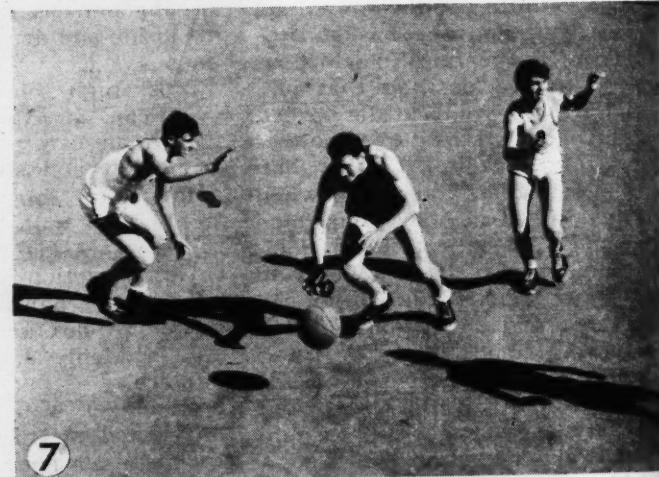
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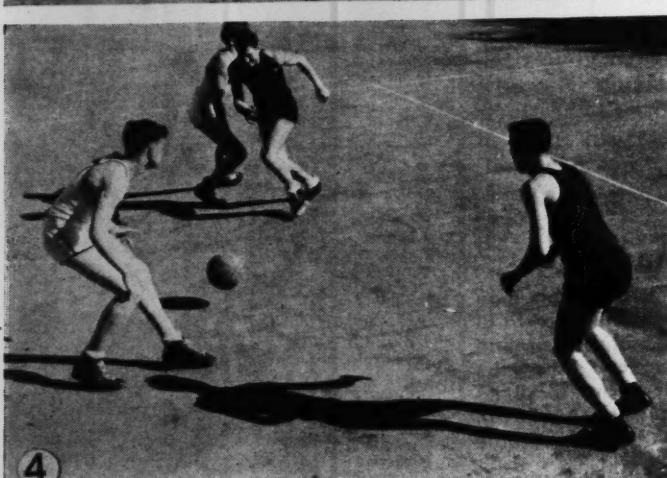
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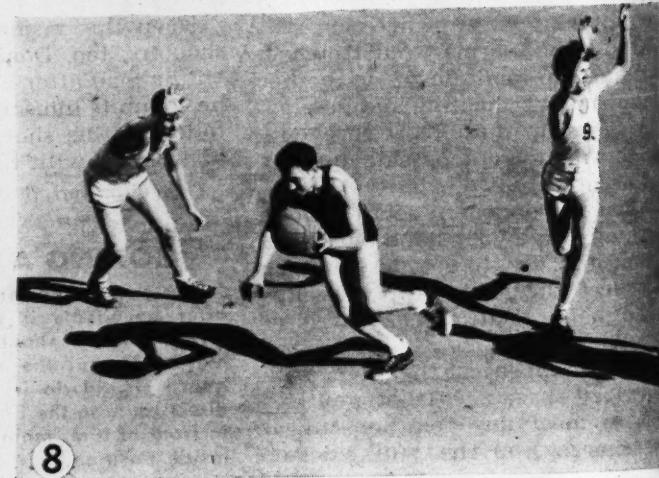
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Center Open Offense

by Richard Christensen

This is the first of two articles by Richard Christensen, former intramural director at the University of California who is now head basketball coach at Richmond, Cal., Union High School.

THE main problem involved in any offensive system is the creation of favorable scoring opportunities. Every system has its own method of doing this. The single post, for instance, is built around the cleverness and scoring ability of a good-sized post player. The double post utilizes two such players for shooting, feeding and rebounding.

Both these systems have the same weakness. They permit the defense to concentrate in the center, thus clogging the best scoring area.

Where the personnel is available, the advantages of post play more than compensate for its weaknesses. Many teams, however, play the post without the material to do so effectively. This is particularly true in high school ball. Many schoolboy teams with fairly clever medium-sized boys can't make their pivot attack "go" because of their lack of a sufficiently talented tall boy.

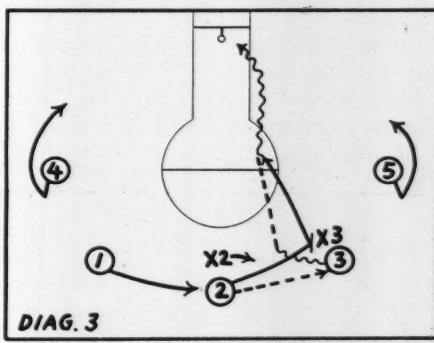
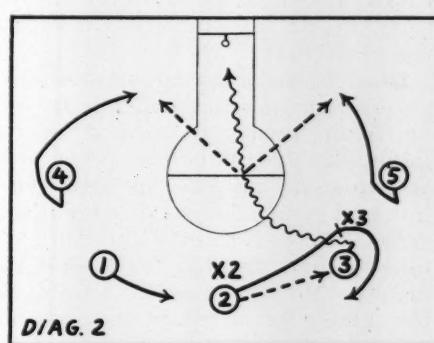
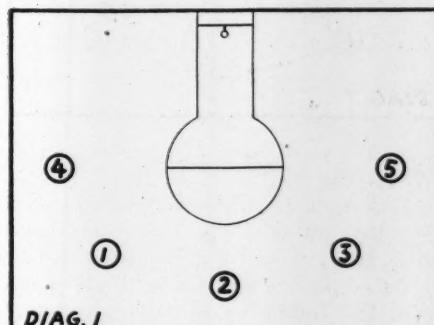
In line with the cardinal principle of adapting the system to the material, these coaches would do well to adopt the center open style of play. This system keeps the middle open at all times, furnishing excellent opportunities for fast, hard cutters. The system is well adapted to a squad of fast, driving players who lack the height to play a post attack.

It is exceptionally sound in regard to other principles of team offense, as well. It has defensive balance and can be used against both man-to-man and zone defenses.

The center open is basically an offensive pattern made up of a se-

BACK-COURT SWITCH

The value of giving a deep back-court attacker plenty of room is graphically illustrated in this action sequence. The play starts with the far offensive player pulling a change of direction (2-3). He breaks loose and is promptly fed a bounce pass (4). Looks like an easy basket. But the passer's guard, shrewdly playing him deep, switches over quickly (5-6). The other guard picks up the passer (6-8). The passer would have done well to cut for the basket after his feed. The receiver could have then slipped him a return pass under the basket.



materialize, the ball is worked back out to the guards who set it up again.

This article is devoted to options for attacking the man-to-man defense. It will be seen that several different series of options are presented, each of which could comprise an offense in itself. The individual coach may adopt all or just several of the options, according to his preference and the relative experience of his squad.

Diag. 1 shows the basic set-up. These are the positions the men take after the initial fast break or out-of-bounds play has failed.

Players 4 and 5, the inside men, set up about six feet from the side-lines opposite the free-throw line. Since they are in the best rebound positions, they are the tallest boys on the team. And since they are used as pivot-posts in the moving post series, they are thoroughly coached in pivot-post skills.

Players 1, 2 and 3 are the speed merchants as well as the best ball-handlers. They are the driving type who continually exploit the available cutting area through the middle. They set up beyond the circle as diagrammed, moving in or out according to the depth of the defense. No. 2 is the cog of the team, serving as offensive quarterback. By his moves or passes, he sets up the various series of options.

The options in Series 1 (Diags. 2-10) are started by 2 passing in to either 1 or 3 and following his pass to screen the receiver's guard. These inside screens form the basis of most of the attack. All options work the same to either side.

Diag. 2 illustrates the first simple two-man option. No. 2 passes to 3 and screens. No. 3 fakes to his right and drives inside 2's screen.

If X2 and X3 do not shift, 3 will get a shot at the circle or may be able to drive all the way. Players 4 and 5 stay wide to avoid congesting the middle. They maneuver for a possible pass from 3 should one of their guards switch to the dribbler. They also rebound after the shot.

Diag. 3 illustrates the screen-roll, which is the answer to switching defenses. No. 2 passes to 3 and screens. If the guards switch, 3 will be stopped. But 2 has an advantageous position on X3 and rolls off

ries of optional plays. In developing the offense, we start with two- and three-man options, carefully coaching the boys in screens, screen-rolls and fakes.

Though simple and easy to learn, these two-man options are the most effective scoring plays in the game. We use them as the bases for drills on fundamentals. The players thus learn the integral parts of the team pattern while perfecting the fundamental skills necessary to make them "go."

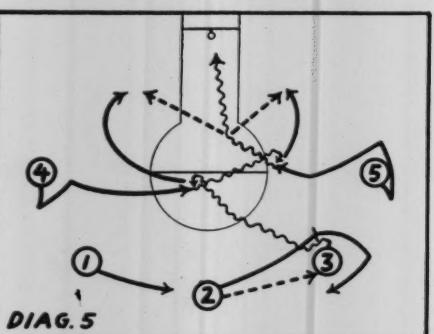
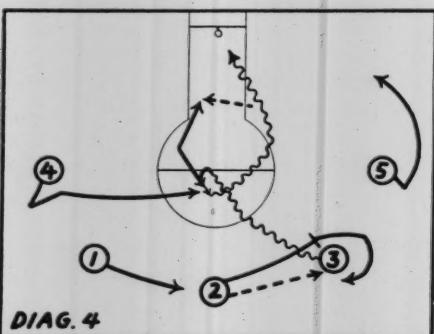
A fourth and a fifth man are gradually worked into the options until the whole attack takes shape. In short, the center open sets up a series of play possibilities and leaves their use to the initiative of the players. As one option fails, another is set up. If an opening does not

his screen for a return pass from 3.

This play is one of the best offensive tricks in basketball and should be thoroughly understood and practiced by all players.

In **Diag. 4**, a third man enters the picture. No. 2 passes to 3 and screens. The receiver dribbles around the screen, but cannot shake loose. He stops, pivots and hands the ball to 4, who cuts past.

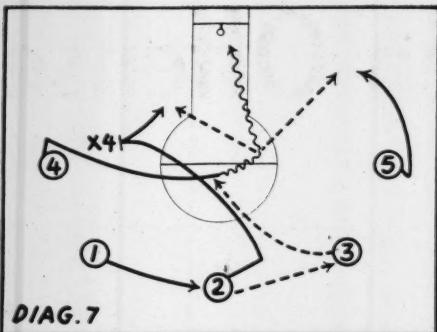
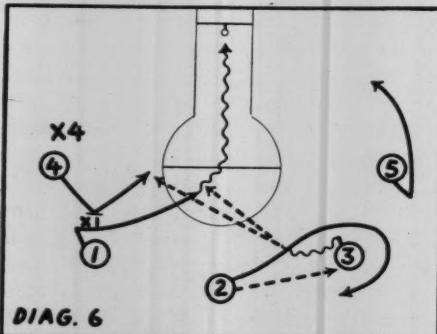
No. 4 should fake his guard to the outside and cut close by 3, thus screening his guard off on 3. If the guards switch, 4 flips the ball to 3, who has rolled into the hole after posting for 4.



Diag. 5 continues the option. This time 5 gets into the play. After 2 passes to 3, the latter dribbles around the screen and feeds 4, screening X4. No. 4 cuts across the circle for a shot, but is stopped. He then pivots and feeds 5, who cuts close by. No. 4 reverses into the hole for a possible return from 5 in case the guards switch.

This weaving style of play is effective against close man-to-man defenses. Against loose, sliding defenses or zones, it will be virtually useless.

Diag. 6 is a very effective option



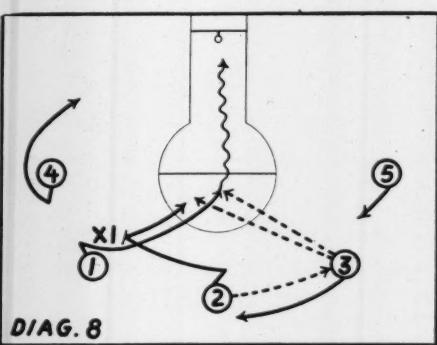
which 4 or 5 can set up for 1 or 3. When the ball goes in from 2 to 3, 4 sets up a blind screen on X1. No. 1 fakes outside (to his left), then cuts past, screening X1 off on 4.

No. 3 passes to 1 for a clean break into the hole. No. 4 rolls after setting up his screen. If X4 switches to stop 1, 4 is clear. In any screen play, this "second man through" is often the clear man.

Diag. 7 illustrates still another option which quarterback 2 may set up. After passing to 3, he starts to follow his pass as before. After one or two steps, he reverses his direction and swings across to screen X4.

No. 4 fakes X4 into 2's screen and takes a pass from 3 for a shot or dribble into the hole. No. 2 rolls off his screen for a return pass if the guards switch. No. 5 is also in position for a possible pass or a rebound.

The next three options are set up by the quarterback, 2, passing in to one side and screening on the other. These options serve as variations to the first six.



Diag. 8 demonstrates the first three-man play off this series. No. 2 passes to 3, makes a quick body fake toward the direction of his pass, then screens X1 on the opposite side.

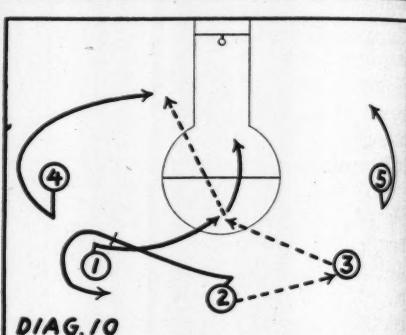
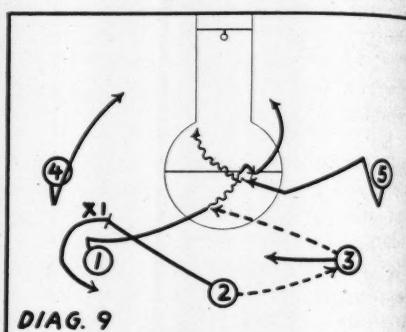
No. 1 fakes outside, then cuts off 2's screen. No. 3 passes to 1 who drives in for the shot. After 1 breaks, 2 may roll off his screen. He will be free if the guards switch.

Diag. 9 brings a fourth man into the option. If 1 is stopped in his drive across the circle, he pivots and posts for 5, who drives across closely off 1. The latter rolls off his

post for the rebound or pass back from 5.

Diag. 10 outlines a very useful offensive trick—the reverse. The play starts the same as the previous one with 2 passing to 3 and screening on the opposite side. The receiver then passes to 1 cutting through the middle. No. 4 comes out toward the back court, then suddenly reverses into the hole. If clear, he takes a pass from 1 and shoots.

This reverse will work against a guard who takes his eyes off his man to watch the ball. It is also effective against defensive men who try to anticipate passes and thereby leave themselves badly out of position.



These nine plays should suffice for the first series. After you work several of these options, the opposing team may loosen up in the front line to avoid the screens set by 2. And when X1, X2 and X3 begin playing their men loosely, it will be difficult for 2 to screen effectively after his pass. A slight change in tactics becomes necessary.

We call the next group of options Series 2 (Diags. 11-17). No verbal signal is used to signify the beginning of Series 2. The quarterback connotes the change merely by passing in to 1 or 3 and not following his pass with a screen. Options from the different series can be alternated all through the game as the quarterback sees fit.

Series 2 gives the two outer sideline men, 1 and 3, a chance to set up their own options with 4 and 5.

Diag. 11 shows the first simple option. No. 2 passes in to 3. The re-

(Continued on page 30)

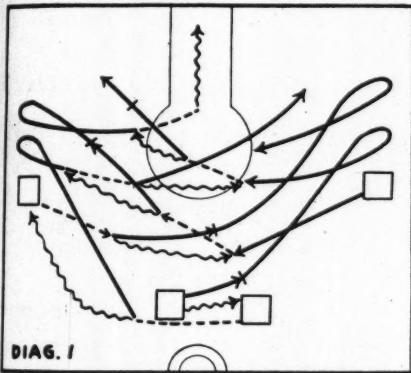
Stanford's Weave

by Everett Dean

The name, Everett Dean, commands the respect of every basketball coach in America. His winning records at Indiana and Stanford and his coaching text, "Progressive Basketball," stamp him a master of the modern, scientific game. A slave to detail, he is particularly noted for his practical, all-purpose offense, a progressive analysis of which he offers here.

WHAT is a practical offense? You could say it is a system that does not require a specific type of material—in which big players fit equally as well as smaller players and in which high school boys are as much at home as college players.

Given such a system, a coach's job would be considerably simplified. He wouldn't have to change his attack from year to year to adapt it to the available material. He could proceed with confidence, secure in the knowledge that his boys are operating in a fashion commensurate with their talents.



The savings in time and effort would be invaluable. That, in brief, is the advantage of a general, all-purpose attack, adaptable to any type of material.

The practical offense I will describe is the one we have been using at Stanford with excellent results. We have used it with equal success with teams averaging six-four and teams just under six feet. It is a versatile, free-lance style of play featuring a four-man continuity combined with good pivot play.

The pivot man is the key. Most of the offense revolves around him. It is important to add that this offense will not disintegrate if you don't have a Mathison, a Townsend, an Edwards or a Kurland at pivot. A great pivot helps enormously, of course, but you can get along with just a fair center.



The center must be impressed with the importance of always being in position to be passed to. Much time should be spent with his footwork, ball-handling and play consciousness—the ability to see all play possibilities and then catch the right man with the pass.

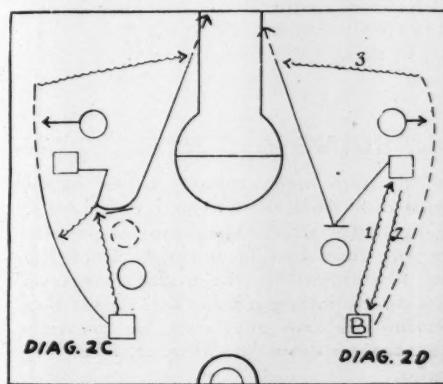
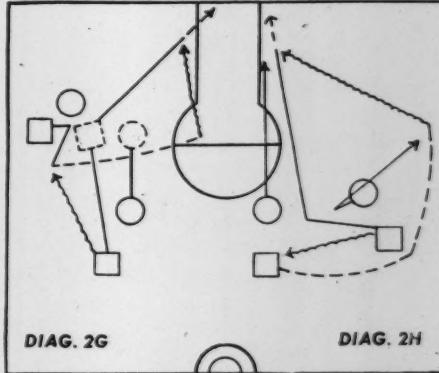
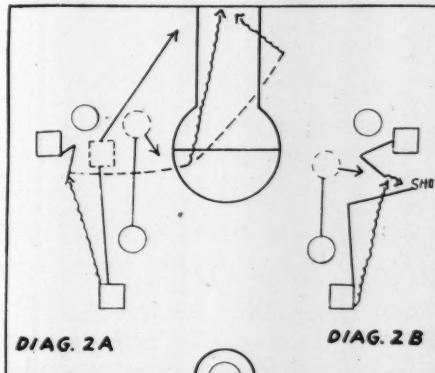
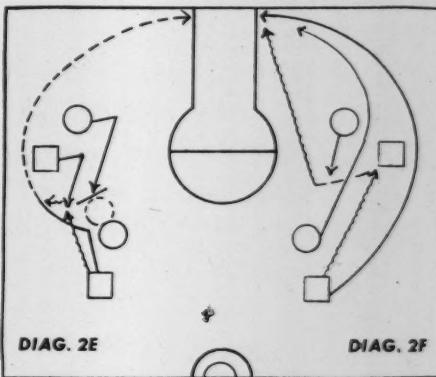
The continuity of movement around the horn is more commonly known as the four-man weave. This consists of a series of running inside screens in which the players are coached to avoid contact.

The weave is used in two ways; namely, to draw out the defense and, secondly, to bore into the defense. In the latter method, most of the onus for contact rests on the offense.

Cadence is of extreme importance in the swing around the horn. The continuity must be executed at a very moderate rate, sufficiently fast to keep the offense alert and the defense on their toes watching their men. This prevents the defense from two-timing and converging.

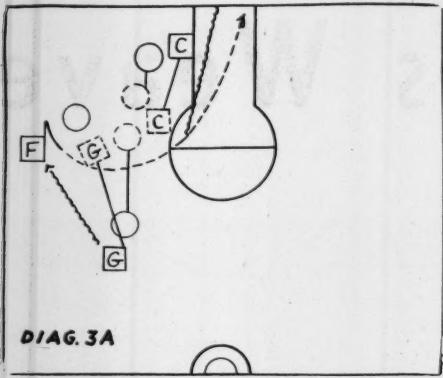
If the cadence of the weave is too fast, the ball-handlers will find themselves so engrossed in the swift movement they will be unable to recognize the natural play options and will miss most of their pass openings to the center.

To find the right cadence in this movement, I suggest some time be spent on the drill in *Diag. 1*.

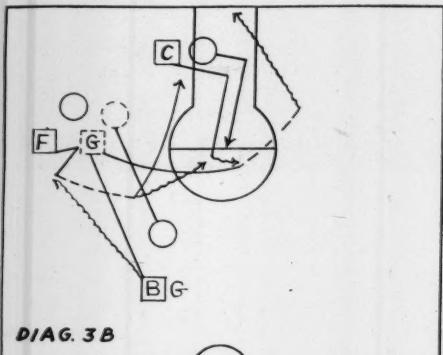


This offense has two or three basic set-ups from which 12 to 15 play options may arise. The basic plays remain the same, but different play options may be stressed for different games. Clever ball-handling, sharp cutting and good footwork will produce a maximum number of good close-in and easy medium shots within a 22-foot range.

These play options or possibilities are illustrated in all the accompanying diagrams. The inter-



DIAG. 3A



DIAG. 3B

changing positions make for equal scoring opportunities.

The positions are interchangeable to the extent that the defensive assignments are the only distinguishable differences between the forwards and guards. The pivot man and other players can interchange positions without affecting the continuity.

The center plays a roving game, maneuvering to the ball side of the free-throw ring. For variety, he may occasionally pull to the opposite side of the floor to screen for a forward, who cuts into the hole vacated by the center.

The center's main duty is feeding, not shooting. However, he also carries a heavy responsibility on the offensive backboard.

In teaching this offense, coaches can obtain best results by taking up each step in logical progression.

The first step involves physical conditioning and individual fundamentals. The simple one-on-one drill is used to perfect individual ability. In this drill, the offensive player tries to outmaneuver his guard with all the tricks at his command.

GUARDING A CORNER MAN

Defensive men covering corner opponents may slack off whenever the ball is in the back court. They may thus pick up any man cutting through. Once the ball is whipped in, the guard covers up quickly. By taking a balanced stance and waving his arm overhead, he prevents the receiver from shooting or dribbling under.

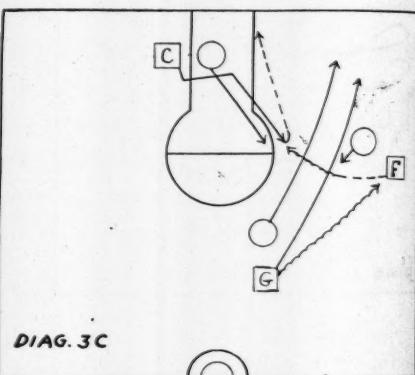
The next step presents the two-versus-two play options, which are very important since so many plays wind up as two-man affairs. In this drill, the players learn the plays, the timing and the fundamentals necessary for their execution.

Some of the two-man plays learned in this practice are screens, cutaways or roll blocks, shots behind the screen, double and triple screens, the back-door play by the forward, and others. Diags. 2A, B, C, D, E, F, G, and H illustrate these plays.

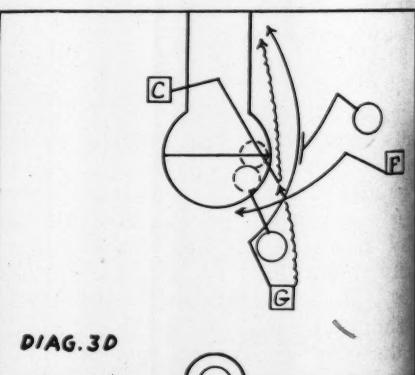
The next drill adds the pivot man to the play, making it a three-versus-three proposition. This is a fine game situation which allows the center to practice the clever footwork and feints that free him at the right time. We do not permit the defensive center to over-play his hand; we want to concentrate on offense.

Three-man play possibilities which coordinate the play of the pivot with the timing and cutting of the other two players, are practiced extensively.

While learning the basic movements, the players work on screens, deceptive passing, footwork, timing and cutting. Every play in this drill is a real game situation (Diags. 3A, B, C, and D).



DIAG. 3C



DIAG. 3D

The fourth step adds a fourth player—a guard. The general picture of the weave now becomes plain. While teaching the rudiments of the system, we stress fundamentals.

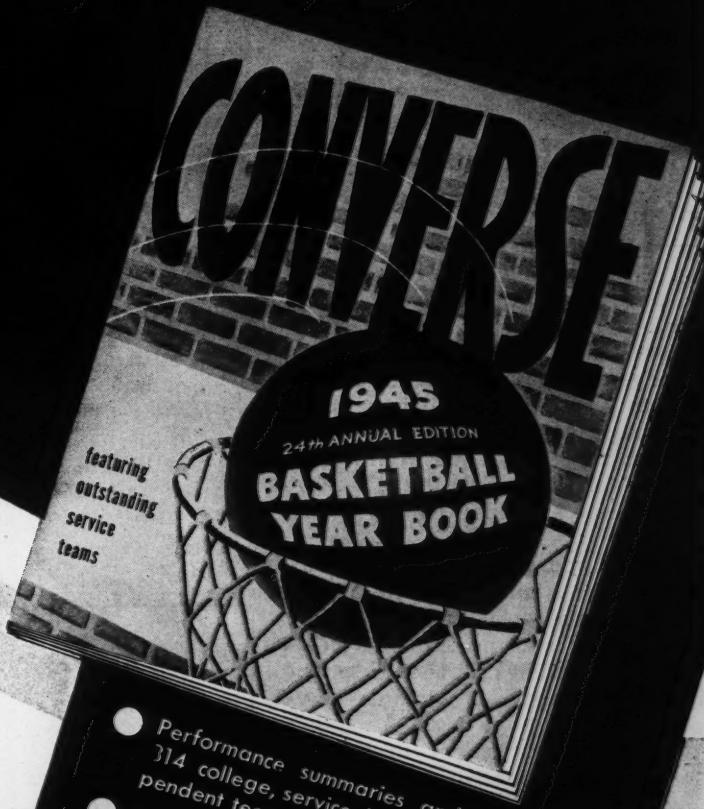
(Concluded on page 36)

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Beating the Force

by Harry Kellar

Harry Kellar, all-Western Conference forward at Purdue from 1930-32, and assistant coach in 1935, has been coaching high school ball in Chicago for the past five years, first at De La Salle High and then at Austin High. Over this stretch, his teams have won 96 and lost 17.

HOW many times have you squirmed on the bench watching your carefully planned attack disintegrate before an all-court pressing defense?

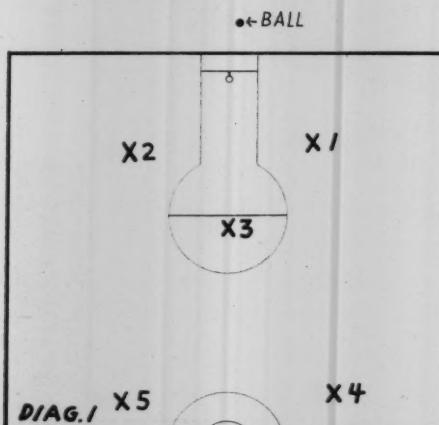
Most teams, especially schoolboy contingents, appear baffled by the squeeze play. They lose their poise, start passing hurriedly and wildly. In short, they play squarely into the defense's hands. Yet the all-court press is not a fundamentally sound maneuver.

Let's suppose you have the ball and Ex One is guarding you. You're both of equal speed and size. You fake to the left and Ex One shifts over. You then cross-step to the right and pass or dribble-drive down the court.

Can Ex One recover in time to block your move? No, he can't. He takes his cue from you. His reflexes are geared to yours. You thus have the jump on him. You're the master of the situation—you "play" him.

But if you stand there like a statue, holding the ball, Ex One becomes the aggressor—you let him play you.

The big problem in combating the force, then, is a mental one—of putting the burden on the defense. It all boils down to a question of who is playing who.



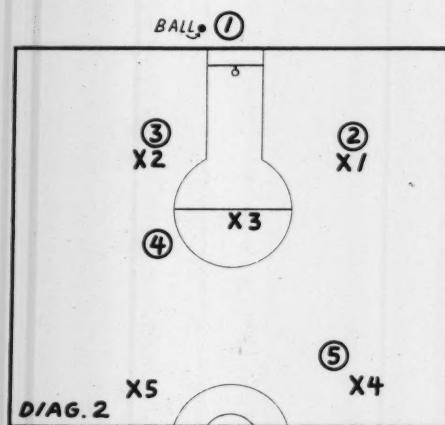
Let's suppose the enemy takes the positions in your back court outlined in **Diag. 1**. Players X1 and X2 are a bit off the free-throw lane at the break of the circle. X3 stands

on the foul line, while X4 and X5 deploy in the middle of the court ready to intercept one of your long passes.

If the opponents are well coached, it will take them about three seconds to assume this formation. That leaves you 12 seconds. Why get excited? Why rush after the ball and toss it wildly up court?

This is the time to stay cool—to use a precise, pre-conceived method of advancing the ball.

Designate a particular player, preferably your fastest man, to handle the ball out of bounds. Since he is allowed a little time getting to the ball, it doesn't make any difference where you play him on offense.

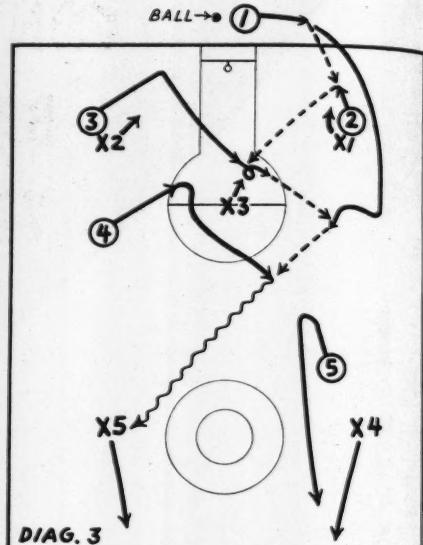


The out-of-bounds count starts soon as you have the ball in a man's hands out of bounds. Meantime, the other four players set up as shown in **Diag. 2**. Players 2 and 3 take positions between the first line of defense and the ball. No. 5 goes deep up the middle of the floor, and 4 locates himself on either side of the free-throw circle.

Instruct 2 and 3 to take a deep breath for relaxation, then break suddenly toward the outside man (**Diag. 3**). No. 1 is allowed to run along the endline. He starts toward 2, passes the ball to him and steps across the endline, cutting around 2 on the outside.

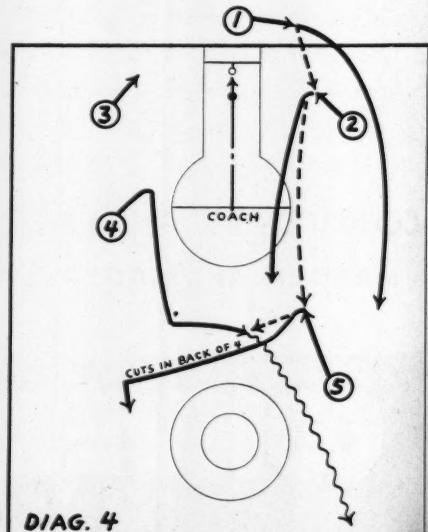
The receiver now has three options: (1) he may slip the ball back to 1; (2) fake to 1 and bounce-pass to 3 across court, or (3) leap up and hook-pass to 4 coming in to meet the ball.

In the diagram, 2 chooses the first option. He passes to 3. The latter, by a sharp cut, places himself on



the inside of the defensive man. If there is no opposition ahead, 3 drive-dribbles forward. When cut off, he leaps up and passes to 1, who has cut down the sideline. Occasionally, however, it may be necessary to pass to 4 ahead or hook down to 5.

The execution of this attack takes plenty of practice to master. It is important to have your boys meet the ball. You can't stress this too often.



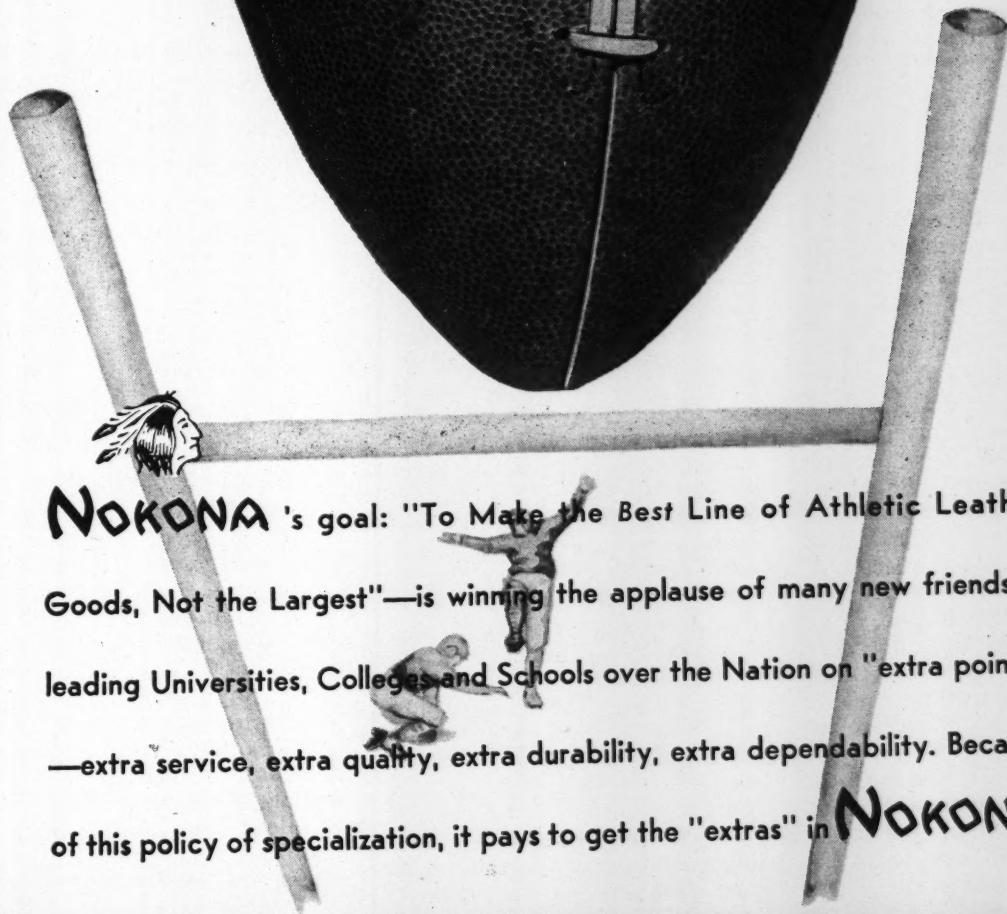
Diags. 4-6 offer good practice on this formation. You, the coach, take the ball in the vicinity of the circle. Assign the five players to the various offensive positions. Do not set up a defense to bother them.

Now shoot. As No. 1 steps out of

(Concluded on page 39)

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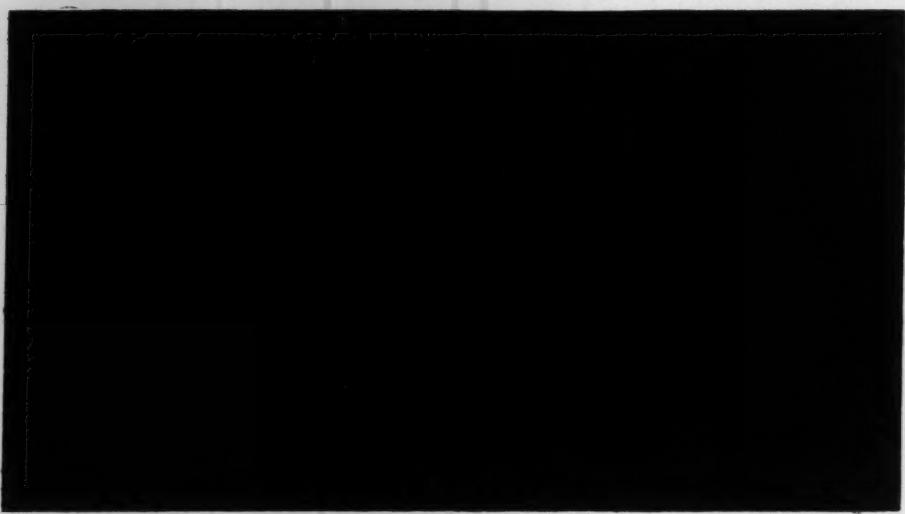
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This is the concluding installment of three articles on methods and principals of coaching by John D. Lawther, basketball coach and professor of physical education at The Pennsylvania State College.

HAVING embroidered the technical aspects of coaching, including the selection of the squad and the planning for practices and games, we may now enlarge upon general methodology, emotional problems and the handling of the players.

Teaching techniques

The best conditioning exercises for a particular game are the parts and units of the game itself. If the boys are entirely unfamiliar with the sport, they should see a game played by experts or view a movie of such a game.

American boys have a general idea about most games, and do not need this preliminary orientation. What they need is slow-motion demonstration of small units of the game. They may then imitate the models set by the demonstrator. Slow-motion movies of successful forms may help where adequate demonstration is unavailable.

Constructive criticism of performance helps the boy. Sometimes he will need demonstration of some major error he does not realize he is committing.

Correction of special weaknesses. After the boy has become somewhat proficient, he must be helped by a suitable type of practice to overcome particular weaknesses.

If the tennis player is weak on his backhand, for example, the coach might play him, pounding away at the boy's backhand and using only such drives to the forehand that force the boy to play a safe court position.

In basketball, the coach might guard the forward who goes only

to one side. By playing the boy's favored side, the coach may force him to develop ambidexterity or some substitute for it. Such play on a boy's weakness is best preceded by kindly and helpful suggestions on methods of correcting the weakness.

In scrimmage, the opposition must not be such that the boy will fail continually. The coach must either temper his methods to the boy's abilities, or substitute a weaker opponent.

The same techniques for correction of weakness apply to the over-eager football lineman who is easily mousetrapped, the batter weak on curves, and the soccer player who uses only one foot for kicking; i.e., constructive suggestion, demonstration of better procedures, practice in the better procedures, and, finally, opponent attack on the weakness, thereby forcing use of the substitute procedures.

Directions to a boy are more effective if they are simple, constructive, immediately applicable, and accompanied by a demonstration, when such is necessary for understanding. In general, any criticism offered should accompany the performance. Pre-practice lectures have little value.

Set plays. There is some diversity of opinion as to the value of set plays in team games such as soccer, basketball, hockey, and lacrosse.

The best procedure seems to be the planning of certain field or court positions that the offense may assume. These positions are usually relative to each other and to the distance and direction from the goal. These relative positions aid teammates in knowing where to find each other for quick passes or screen plays. Any offensive maneuver from these positions might be called a play.

Set plays frequently aid beginners. It takes them less time to learn the game when taught definite moves from basic formations. Variations, to be used with varying kinds of defensive play, are added as fast as the boys can learn them. Any successful maneuvers that the boys hit upon themselves are included.

However, it takes a long time for beginners to learn effective attack by pure trial and error. Where the coach teaches (1) a general space orientation of the players with regard to each other, and (2) some possibilities of offensive play from these formations, both beginners and more skilled players acquire a unified team effectiveness more quickly.

Some coaches give the boys a general pattern of attack, suggest possibilities, then let the boys learn the rest of their offense through game scrimmage. Other coaches drill on several specific offensive plays until the boys can perform them automatically. In the latter procedure, variations are introduced as choices at various stages of the play's development. The choice is really a simple response to a particular defense variation.

Battle of wits

A game of wits. Most games have feints, fakes and trick plays. A major factor in the players' success lies in their ability to fool the opponents.

To make their offense more effective, the boys may try to draw the opponents' attention to the wrong place. Opponents may even be coaxed into a style of play at which they are less effective.

Individual skill in deception may be developed to a high degree. Last season, one scout was attempting to describe the many fakes and feints of a famous basketball player. The scout described how the player would fake a dribble only to draw back and shoot; take a shot over one shoulder, then pivot and shoot over the other; fake a shot over each shoulder, then shoot over the shoulder of the first fake, etc., etc. The guard who expected to cover this player said, "Well, I'll just ignore his first movement."

"No! No!" said the scout. "You can't even trust him to do the unexpected."

Emotion increases superstition. The intense desire of the boy to succeed causes tenseness, a "stirred up state," a general diffusion of energy through many parts of the

(Continued on page 20)

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(Continued from page 18)
body, particularly in the visceral area.

At this time, minor details may cause fear of failure and worry. The fear drives one to means of alleviating it. Superstitions, tokens, signs, and charms are adopted.

Mascots are thought to increase one's luck or to prevent jinxes. The jinx idea is merely an unconscious alibi. Suits, worn during a game that was won, are often believed to be lucky and worn again and again. Some athletes have worn the same articles of clothing year after year without washing them, for fear the washing would remove the luck.

Superstitions work both ways. It is usually better to discourage all superstitions. If the athletes lose their particular good luck charm after long use, or if the requirements of squad hygiene force them to remove the "aura of victory" with soap and water, they may be depressed to the extent their playing suffers.

Self-confidence is valuable but the coach should make sure it is not built on mysticism and ignorance.

Emotion aids performance. The boy learns faster when he is emotionally concerned about improving. Up to a certain degree of emotional tension, he will try harder and perform better.

If the emotional tension becomes too great, he becomes upset, confused, erratic. He must be rested and calmed down before he participates further. The entirely unemotional boy does not have the stimulus to great achievement.

Will to win

"Getting set." Coaches have long recognized the effect of a certain emotional conditioning for a game, called "getting set." The team must want very much to win, must have the particular opponent in mind while planning offenses and defenses, must concentrate on the problem of winning the particular game for a week or longer. The result is usually a noticeably superior game performance.

The writer believes that the specific offensive and defensive tactics of the team "getting set" are emotionally conditioned. When the situation for these specific responses occurs in the game, adrenalin pours into the blood stream causing extra supplies of glycogen, greater alertness, higher muscular tonus, and greater energy. The body functions at a higher level of efficiency.

When both teams "get set," a

better game occurs, no matter what the outcome.

Certain precautions must be observed in getting a team "set" for a game. In the first place, the rival itself will furnish a stimulus to the squad. The coach need only plan the practices carefully and prevent over-excitement or too great worry.

A team may wear itself out before the game by an emotional orgy of preparation. The preparation must be a thought out, careful, constructive, but somewhat grim and determined series of preparatory practices.

Pep talks

In the case of the arch rival, it is questionable whether student mass meetings with their extra emotionalism, or coach "pep talks" the day of the game, are of help. Both may be harmful. Pep talks often misfire. Since most boys are negatively conditioned to corny histrionics, they can hardly be aroused by them.

The smart coach senses his boys' tenseness and gives them quiet suggestions and encouragement. Even managers must, at this time, make extra effort to be quiet, reserved and efficient.

"Setting" takes time. "Getting set" takes time. The players who are unconcerned about the game all week rarely rally to a high level of performance, even when they find themselves getting licked by a "keyed up" though otherwise weaker opponent.

Exhaustion from emotional peaks. The superb efforts of the "set" team exhaust player energy. The players are unlikely to do as well in the next game. Certainly they cannot maintain a peak week after week. They will become physically tired and emotionally apathetic.

The ideal situation is to condition a team to win frequently without any more emotional tension than occurs in any boy who loves the game and wants to win.

Morale. Morale merely means a feeling of group unity and a unity of group feelings. Group-shared hates, fears, purposes, and crucial experiences often produce a unity which supersedes fraternities, class friendships and even home associations. Morale thrives on suffering, enduring, and fighting together over a considerable period of time. No amount of lecturing on morale will improve it; on the contrary, it may have an injurious effect.

The key to handling men lies in an impersonal, analytical and objective evaluation followed by kindly and sympathetic but firm guidance.

The learning of the boy is greatly hastened by rigorous and exacting practices, regular eating and sleeping habits, and a budgeting of time so that schoolwork does not suffer.

The coach is the boys' external conscience. He guides them into doing what they know they should do, even though they may have temporary impulses to do otherwise.

Excess energy is essential but it needs direction. The excess energy that accompanies good physical shape must express itself in action. In idle moments, the highly energetic athletes tend to be boisterous, mischievous, even rowdy.

These extra energy supplies are just what the athlete needs to succeed, and just what everyone needs to enjoy life.

The way the growing boy expresses this energy does not always conform to the adults' ideas of proper decorum. If quiet, reserved behavior is goodness, the "worst" boys usually make the best athletes. However, it is these so-called "worst" boys who have the energy and drive to accomplish things in life. It is the coach's job to direct this energy into proper forms of expression.

Dressing up

Dress with the boys. The coach should, if practicable, dress with the boys. He can teach many things in the dressing room. Here, the boys relax and the coach gets to know more about them.

The "horse play" in an unsupervised dressing room may cause injury or ill-feeling. A janitor, stock-room man or assistant coach carries less weight with the boys.

If the coach wants to make a case study of each boy to do a successful job of coaching, he cannot afford to miss the revealing intimacy of the dressing room.

Training rules. Coaches vary in methods of establishing training rules. The better procedures seem to include (1) an explanation by the coach, (2) example set by the coach, (3) questioning of the boys who seem to be in poor condition, and (4) dropping from the squad boys who persist in violating good health practices.

Some coaches lay down arbitrary rules, then dismiss all violators. There are two objections to this practice. One is that the boys need time to learn and habituate themselves to good health habits.

The coach should be a teacher of these habits, not just an examiner.

(Concluded on page 56)

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To High School Coaches

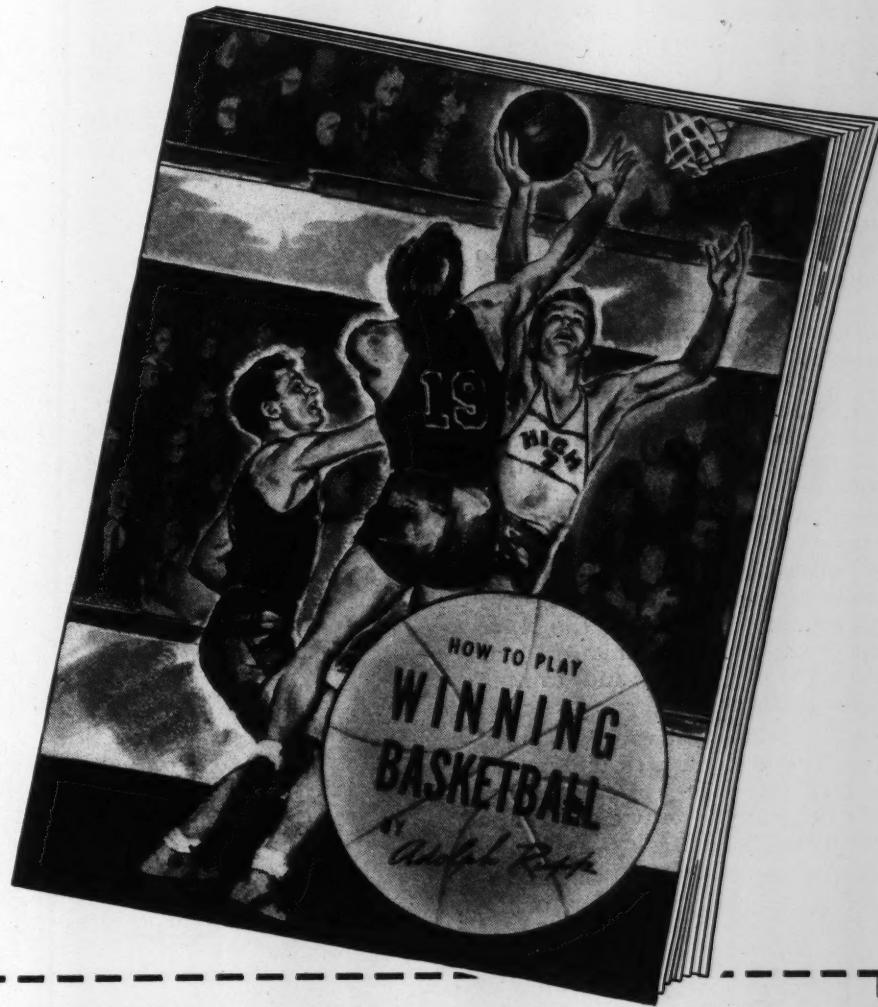
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A SHORT COURSE IN ADVANCED WRESTLING

By Raymond Swartz

This is the second of two articles by Raymond Swartz, the United States Naval Academy's famous wrestling coach. In his first installment, the Navy coach offered a short clinical analysis of the four fundamental holds (takedown, ride, pin and escape).

ONCE the novice develops into a good wrestler, you can be sure he won't be satisfied with anything less than perfection. He will want to become a *champion*.

Good wrestlers develop into champions by three ways: (1) intense desire to win, (2) top physical condition, (3) perfection of a limited number of holds in sequence.

During the last four years, Navy has won three Eastern Intercollegiate team titles and 16 individual championships. I have had many average wrestlers who, by constant attention to detail and intelligent organization of holds, plus an intense desire to win, developed into champions.

I have also had equally good wrestlers who never won a championship because they wouldn't properly plan their attack or defense. They used individual holds without linking their takedowns, pins and escapes in sequence so that one maneuver set up another.

Two outstanding examples of average wrestlers who developed into champions are Midshipman Charles S. Swift, regimental five striper and captain of the 1943 team, and Midshipman Oscar Greene, 136-pounder, and captain of this year's team.

Swift, a comparatively light man for a heavyweight, was undefeated two straight years, pinning many adversaries who outweighed him from 20 to 35 pounds.

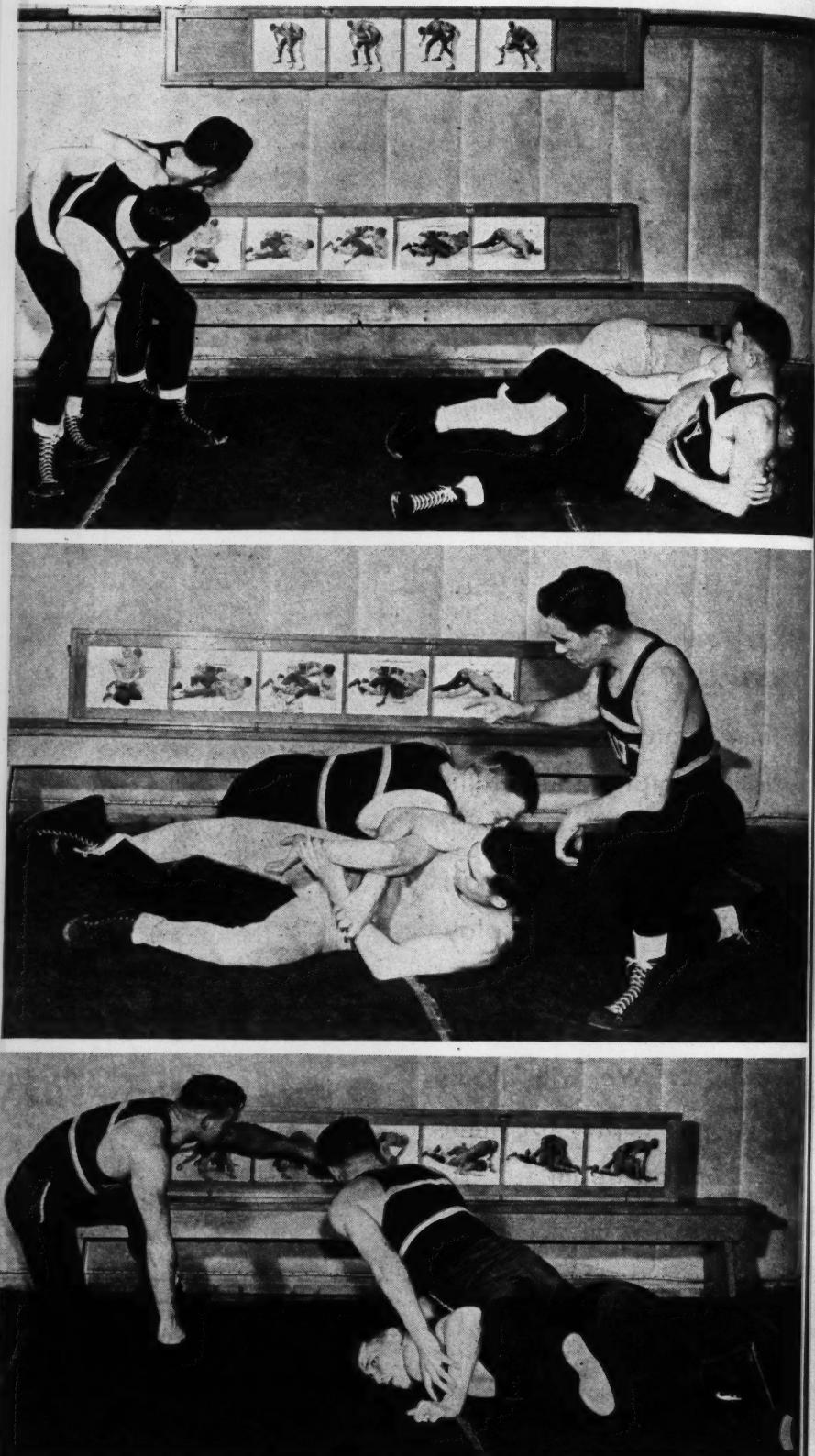
Greene, in the 1945 Eastern Intercollegiate championships, while practically an unknown, defeated Fred Barkovitch, of the University of Pennsylvania. Barkovitch, the defending Eastern champion, also held the National A.A.U. title.

Four methods are used in teaching advanced wrestlers at Navy:

1. Picture teaching.
2. Having him teach beginners.
3. Personal coaching on holds under actual bout conditions.
4. Counter wrestling.

In picture teaching, a movie strip is made of two top-notch wrestlers working at full speed on the hold

The Navy coach links his takedowns, pins and escapes so that one maneuver sets up another



Picture Teaching: Navy's unique pictorial method of teaching wrestling is shown above. Movie strips of the various holds are enlarged and mounted in a wooden frame—the takedowns at eye level and the mat holds three feet above the floor. By studying these pictures while practicing, the boys get a clear idea of each individual movement. In these particular shots, the boys are practicing a takedown (top), a double wrist lock turning into a switch escape and a hook scissor.

pins and
to another

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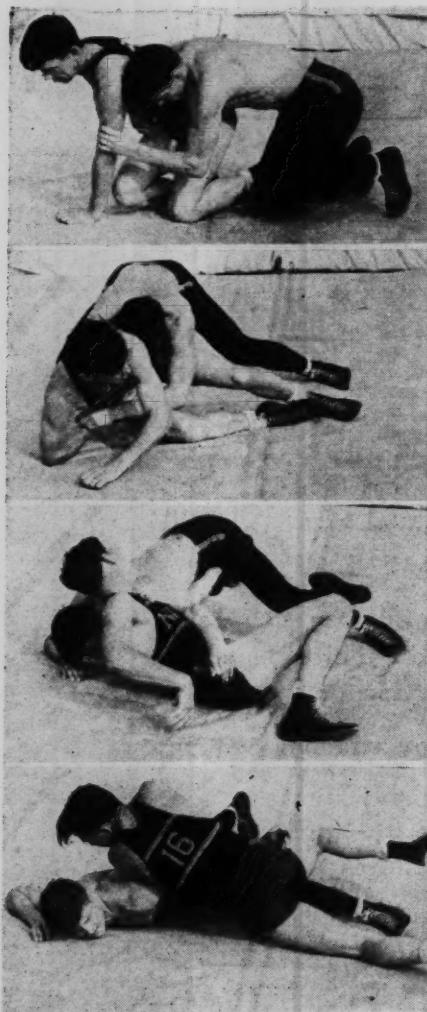
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desired. The individual frames are developed and enlarged, showing the specified positions and holds. Usually about six pictures are sufficient to demonstrate the hold from beginning to end.

These large pictures (11 by 14) are mounted in a wooden frame and hung in the wrestling room—the takedowns at eye level, the mat holds at a height of three feet.

These pictures show the true positions and movements involved. Posed pictures give a false, ex-



FAKE SIDE ROLL TO SECURE SWITCH ESCAPE

No. 1: Secure top man's right wrist (around waist), advancing right knee; then roll toward right.

No. 2: As opponent shifts over to stop roll, keep his elbow down and pull hard on arm.

No. 3: Release roll arm and switch quickly with left arm thrust back in opponent's crotch, sitting out to side. Lunge back on opponent's arm which is around waist, bringing his chest to mat.

No. 4: Turn and climb over his back to gain top side advantage.

aggerated position. By studying these pictures while practicing, the wrestlers see in detail each movement of the hold.

The second method of teaching consists of assigning the advanced wrestler two underclassmen, not in his weight, and having him coach them on certain holds, including the ones he is mastering himself. If he has difficulty on details, I give him the points needed, which he learns at the same time he teaches others.

The third method — personal coaching under actual bout conditions—is applied after he has studied the pictures and has properly taught them. Now I match him in a regular bout, having him use only a few holds and concentrating particularly on the one in question.

As the bout progresses, I frequently stop it to make corrections on details, speed, etc. Most wrestling champions use only eight or ten holds, but they are so skillful at working them that they can instantly improvise slight variations to meet an opponent's change of defense.

Counter wrestling is the trick of leaving an opening for a hold you want the opponent to attempt. Then you quickly use the counter hold which will give you the advantage. (See illustration for the step-over to counter the switch escape.) As you can see, counter wrestling calls for a well-rounded knowledge of many wrestling holds.

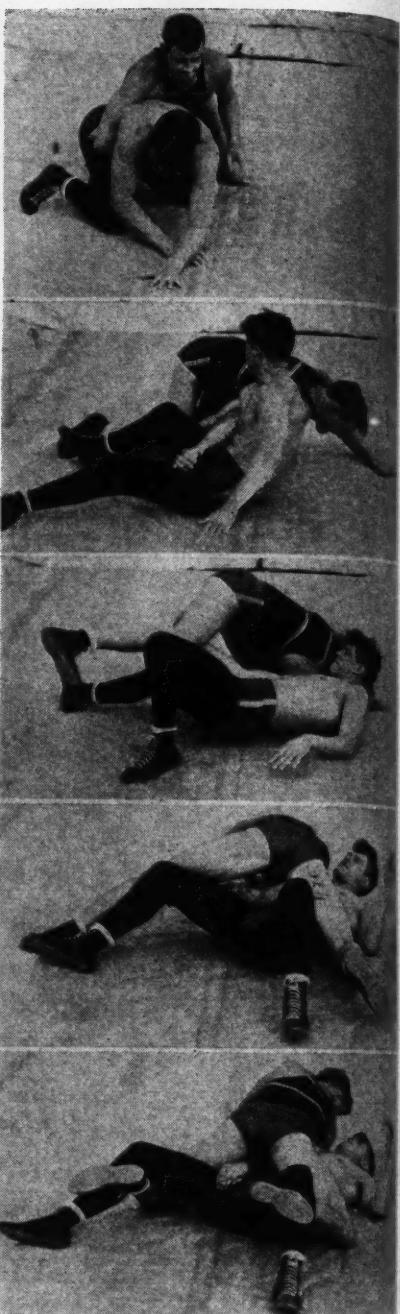
In sequence wrestling, the wrestler feints a well-known hold to induce the opponent to make a desired counter move. The feinter then quickly works a second hold which will surprise the opponent and give the feinter the advantage.

For example, he may feint a leg tackle. Then, as the opponent drops his arms to protect his legs, he secures his wrist and works an arm-drag takedown. (For pictorial illustration of this takedown, see page 13 in last month's *Scholastic Coach*.)

On the mat, the wrestler could fake a side roll and secure a switch as the opponent shifts over to stop the roll. (See accompanying illustration.)

New holds and greater wrestling champions are developed every season. My advice to coaches is to keep an open mind on wrestling; never ridicule one of your advanced wrestlers when he thinks he has a new hold. He may have a new and better way to work the old one.

One day an old wrestling coach said to me, "There is nothing new in wrestling holds." Then I knew it was time for him to retire.



STEP-OVER COUNTER FOR SWITCH ESCAPE

No. 1: Let bottom man free his left arm to start switch escape.

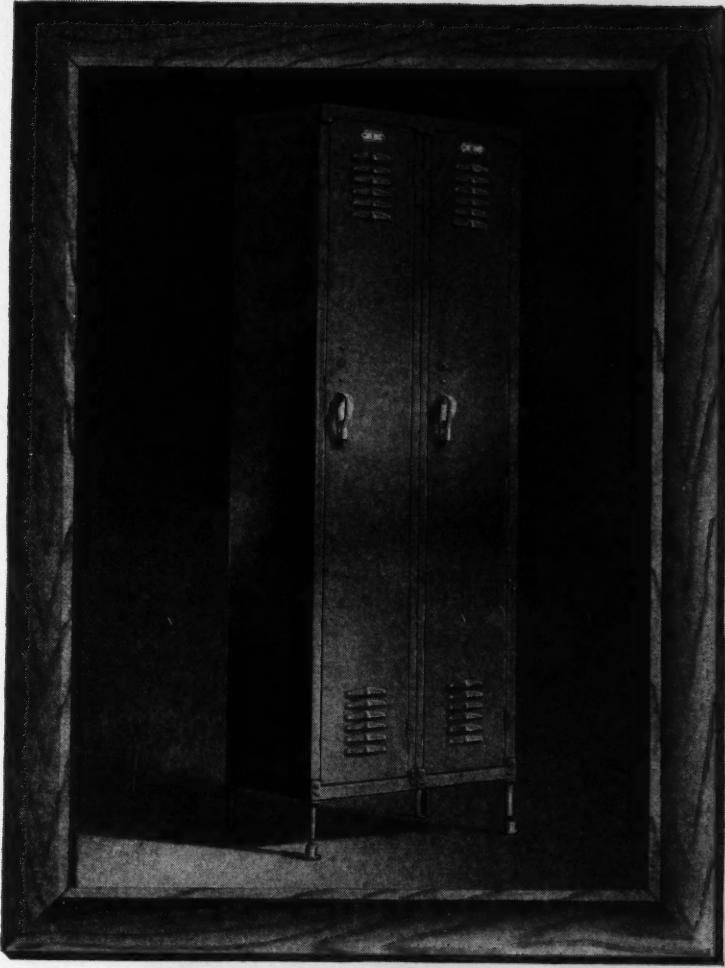
No. 2: Bottom man completes sit out and starts applying back leverage on your right arm. Keep left arm out for balance.

No. 3: As bottom man lays back on arm, turn arm and pull it out. Opponent now has nothing to support him and he falls upon his back. Now begin the step-over. (Bring right leg over.)

No. 4: Complete step-over on prostrate opponent.

No. 5: Secure double grape-vine on opponent's leg; he is now practically pinned. Keep weight over him and apply pressure.

IN THE PICTURE AGAIN!



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CHAMINADE'S PORTABLE RIFLE RANGE

By Brother Clarence Walters

Brother Clarence Walters, rifle coach at Chaminade High School, Mineola, Long Island (N. Y.), proves that where there's a will, there's a way—to have a riflery program.

MOST athletic administrators don't have to be "sold" on riflery. They know the worth of the "merchandise"—that it is a fascinating pastime, perfectly safe, a fine developer of hand-and-eye coordination, and easily adaptable to both sexes of any age and physical build.

Then why don't more schools program it? The answer—because of a lack of facilities. The notion persists that to conduct a successful program, you need a regular, ready-made range.

No one will deny that such a range stimulates interest and facilitates the job of the coach. But it is quite possible to run a program without it. Many a schoolboy rifleman throughout the country is shooting on a make-shift range, whipped together by an enthusiastic coach, with or without the aid of the shop department.

Of course, it isn't the happiest arrangement. But that isn't the point. What is the point is that anywhere from 10 to 50 boys are getting a lot of fun and benefit out of it. That without this makeshift affair, most of them wouldn't be getting any sports activity at all.

If there is any moral to this story, it is that the lack of a regular range is a handicap to a program, not an excuse for having no program at all.

Perfect example

Chaminade High School serves as a perfect example. Chaminade conducts a full-scale riflery program on a home-made portable range in the school cafeteria!

The range was built by Brother John Strickroth, organizer of Chaminade's first riflery club (1936). A rifle enthusiast if ever there was one, Brother Strickroth first tried shooting in one of the buildings in town, then in a cellar. But the noise kept getting him chased from one place to another.

Finally, in desperation, he sat down and built his own range—a portable affair, built on rollers, which would enable his team to change quarters on five-seconds

Home-made, located in the lunchroom, it enables the school to offer a complete shooting program



Home on the range at Chaminade: Set up in the cafeteria, this four-point portable range enables the Long Island high school to conduct a full-scale riflery program.

notice. The range was trundled into the lunchroom, and there it still remains—with nine years' service already behind it.

Stored in the northwest corner, it consists of two 6½ ft. (high) by 4 ft. (wide) by 3 ft. (deep) solidly wooded rectangular backstops, which, when not in use, are folded together by powerful hinges. When slightly tugged, they open up on a four-point shooting range.

The backstops come in two layers—the upper half for the standing position and the lower for the prone. The targets are adjusted by wood snapclips onto a wire string running the width of the backstop.

Thanks to Brother Strickroth's modern design, we have no ricochet problem. The metal sheets which form the rear wall are set in at an angle. The bullets hit and drop harmlessly into the sawdust at the bottom.

Insofar as special lighting is concerned, we use a string of four 200-watt bulbs, which we place on the floor in front of the backstops. We adjust them at an angle that affords an even distribution of light and throws no shadows. Sometimes, for offhand shooting, we will set the lights up on two cafeteria tables. But we seldom have the time to move tables in and out.

Upon entering the cafeteria after school, we close the doors and drop two metal shields over them. This shuts out the student body and pre-

vents stray ricochets from leaving the premises. The backstops are then opened and wheeled into place. We shoot in the alleyway that runs along the east-west wall of the room. For prone shooting, the boys lie on ordinary gym mats. These are permanently stored in the cafeteria.

Our general set-up is far from perfect. But we manage to do the best we can with the available time and facilities. The time element is a definite handicap. Since our boys come from all over, we must arrange our program with train and bus connections in mind. Hence, we seldom start before 3 o'clock and usually finish by 5:15.

Two calls

Our season starts about the third or fourth week in September. No general announcement is made. I merely inform my returning veterans. I like to get them out a week or two before the new candidates, so that they can quickly get into shape. If I had 30 or 40 boys waiting around to shoot, this would be impossible. Soon as my veterans are ready, I issue the official call for candidates.

Last year I tried to give everybody a chance to shoot. But this didn't work out so well. Nearly 90 boys turned out—and I had only three rifles and two hours a day to

(Concluded on page 28)

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"We're all ready to carry on"

SAYS THE COACH



"The past four years gave us some tough going, and there's no denying it. After all, a shortage of men and equipment can put a crimp in *any* game."

"We came through all Okay. But it sure will seem good to have a full squad again and all the new equipment we need. We're set to carry on from where the war caught us."

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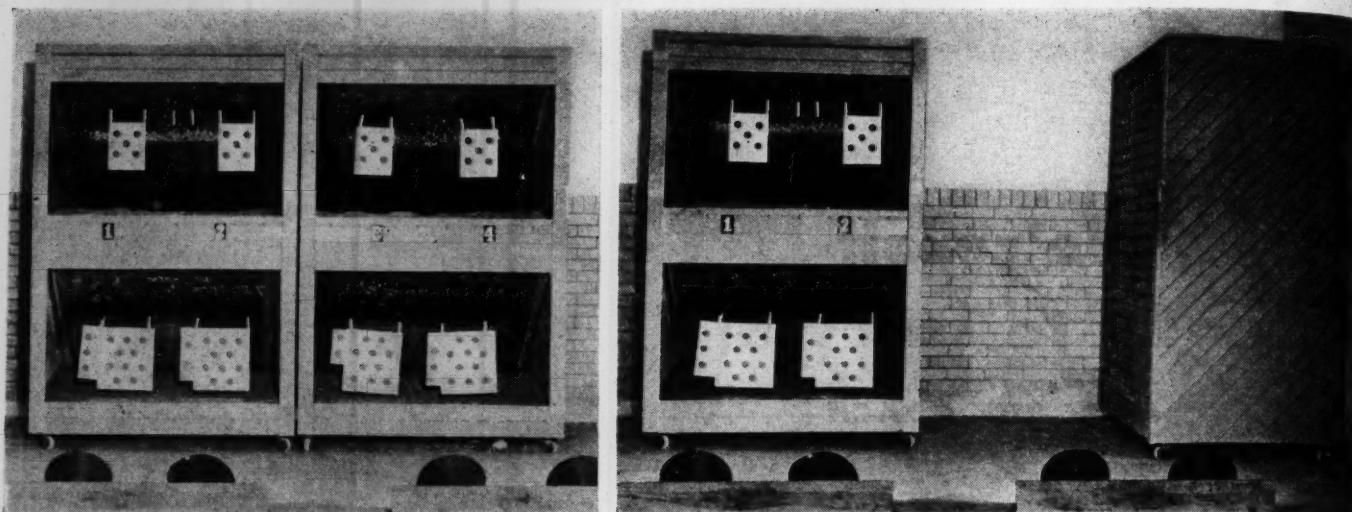
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Wilson BASKETBALL EQUIPMENT

IT'S WILSON TODAY IN SPORTS EQUIPMENT



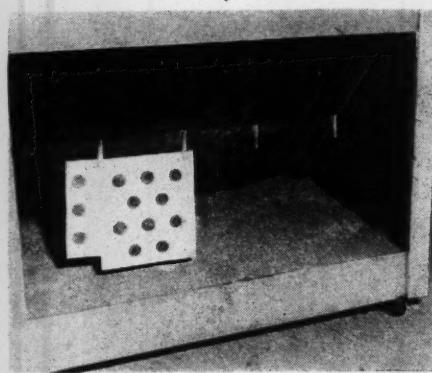
Left—the backstop fully opened, showing the two layers, the top for the standing position and the bottom for the prone.

Right—how the backstop is closed. Note the string of four 200-watt bulbs lying directly in front of the two backstops.

work with. I divided the candidates into five groups and assigned one practice period a week for each, taking them through the regular N.R.A. small-bore training course.

This year I intend to work with only 20 or 25 boys. I can thus see them two or three times a week and give them a more concentrated course. In this manner I feel I can stimulate more interest and improve their shooting much faster.

Otherwise my plan of procedure will remain the same. Since the boys invariably show up early, I permit them to prepare the range—adjusting the lights, targets and scopes. By the time I arrive, they are all ready to go.



Targets are snap-clipped onto a wire string in the center of the backstop.

I rotate my shooters according to seniority. The seniors shoot first, then the juniors, followed by the sophomores and freshmen. While three of the boys shoot, the others—especially the boys with long trips home—usually sit at the tables doing homework.

Since the county league fires only from the prone and standing positions, I naturally stress these in our practices. Eventually, however, I hope to get everybody shooting from the two other positions—sitting and kneeling—as well.

I keep a record of every shot, watching particularly for grouping. Anybody can knock off a spectacular score once in a while. But it's the boys who can group their shots—the consistent shooters—who make your best riflemen.

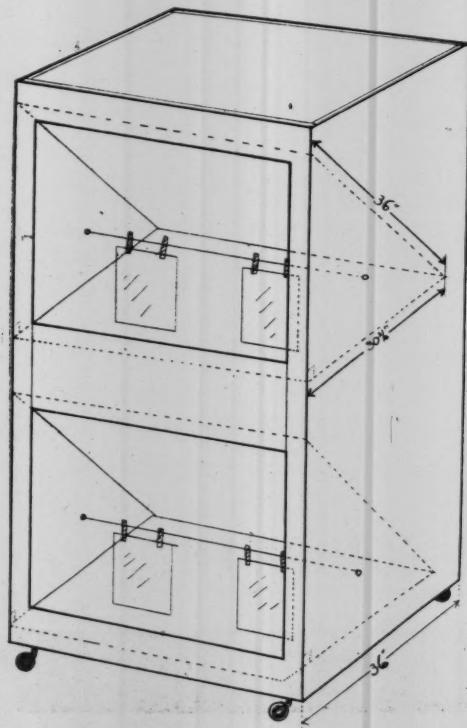
I have my older boys help in the coaching of the novices. They spot for them, look for mistakes and help in the corrections.

Another aid I use is a special riflery bulletin board, which I keep permanently in the cafeteria. I once had it mounted elsewhere in the school. But I discovered it wasn't being read. The cafeteria location

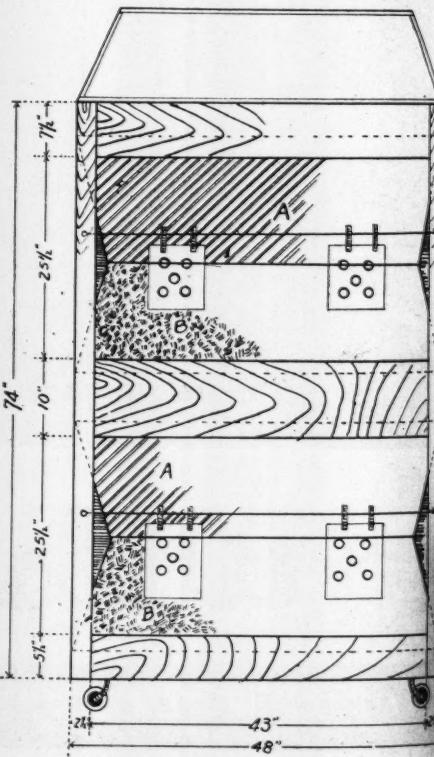
proved much more successful. I've discovered that, after eating, the boys like to drift over and see what's what.

Posted on the board are important announcements, safety rules and charts on technique. The latter are particularly helpful. So much so that, during practice, I move the board over to the firing points so that the boys may study the pictures before, during or after shooting.

That's the shooting picture at Chaminade. As I said—it isn't perfect by any means. But it does prove that if you want riflery bad enough, you can have it.



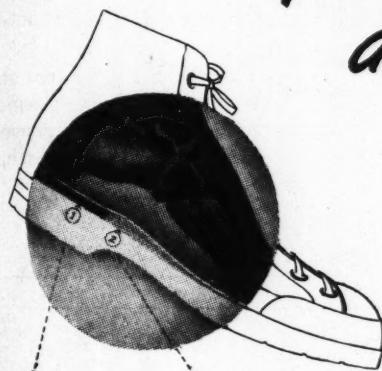
Working blueprint, angle view.



Working blueprint, front view.



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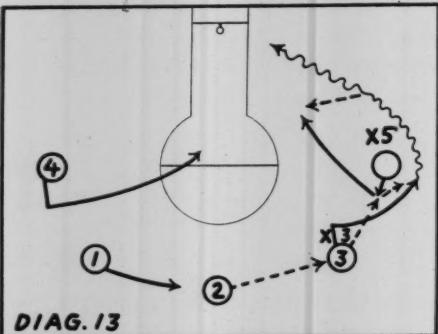
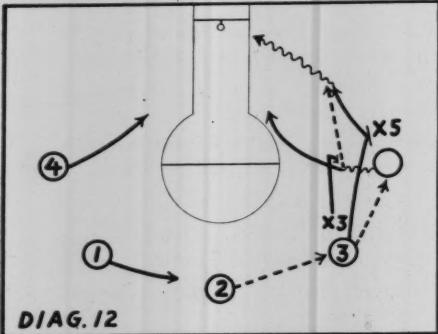
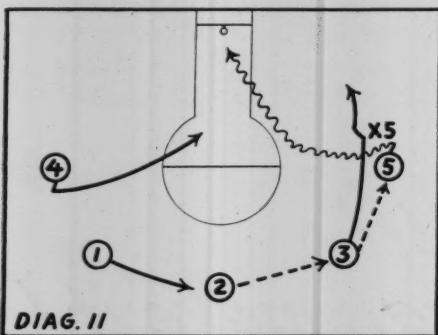
Mechanics of the Center Open Offense

(Continued from page 12)

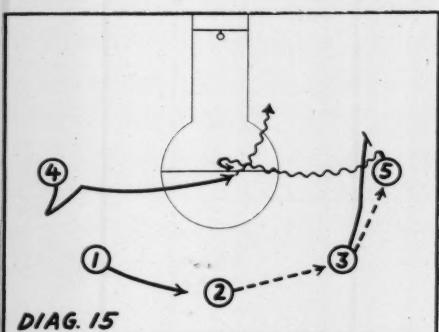
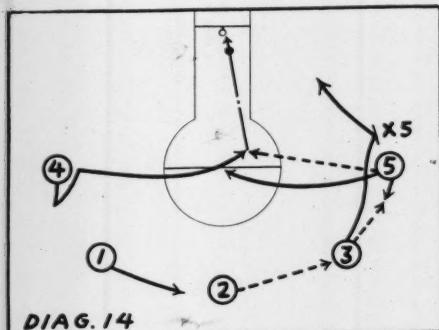
ceiver passes to 5 and screens inside. No. 5 fakes outside to get the maximum use of 3's screen, and then dribbles off the screen for the shot.

Diag. 12 shows the screen-roll as the guards switch. No. 3 passes to 5 and screens. When 5 dribbles off the screen, X3 may switch. No. 3 then has position on X5 and rolls off the screen for a return pass from 5. No. 4 rebounds.

Diag. 13 is the old guard-around option. No. 3 feeds 5, fakes inside and drives down the outside, screening off his guard on 5. If X5 switches, 5 is in position for a quick return pass and lay-up.



Diag. 14 illustrates one of the frequently open options. After receiving the ball from 2, 3 passes in to 5 and screens. No. 4 fakes left and drives across the circle. No. 5 bounce passes to 4 and cuts behind him. No. 4 can either shoot or flip the ball right back to 5, thus screen-

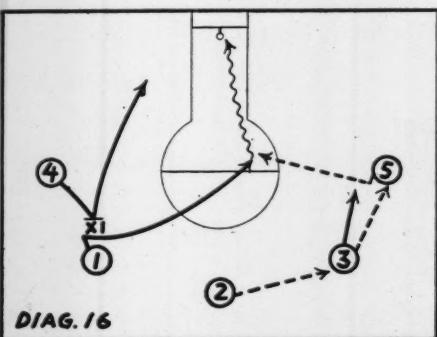


ing off 5's guard as 5 cuts by. No. 3 rolls off his screen for another possible option.

Diag. 15 brings a fourth man into the option. No. 2 passes to 3, who relays the ball to 5 and screens inside. No. 5 drives around the screen, but is stopped at the free-throw line. He pivots and feeds 4, who cuts closely off 5 for the shot.

Diag. 16 is a very effective screen play. As 3 passes in to 5, 4 sets up a blind screen on X1. No. 1 fakes outside and drives down the middle for a feed from 5. No. 4 rolls off his screen in case the guards switch and 1 is covered. No. 5 must be careful to pass to the most open man.

Diag. 17 demonstrates another simple option set up by individual initiative. No. 2 passes to 3, who slips the ball right back to 2 and screens X2. No. 2 fakes left and dribbles around the screen down the middle. Players 4 and 5 maneuver



DIAG. 16

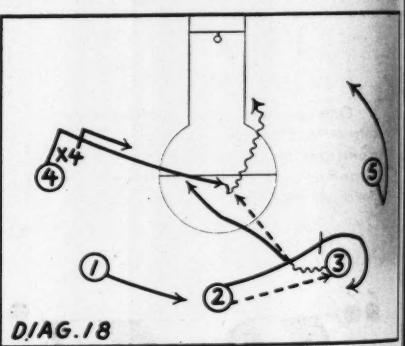
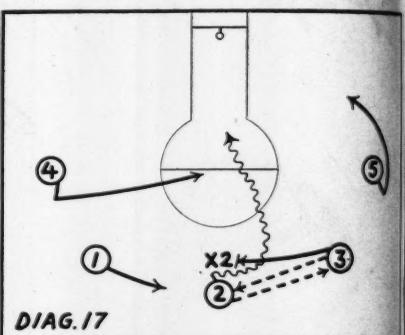
into position for a pass from 5. No. 5 fakes outside to get the maximum use of 3's screen, and then dribbles off the screen for the shot.

These seven plays are enough to show the potentialities. Remember, they are not set plays. Each player sets up the options through his own initiative.

Series 3 (Diags. 18-24) brings a moving post into the system. Players 4 and 5 set up this single pivot according to the side which the quarterback, 2, passes to.

While this series forms an offense in itself, it also provides an effective variation to the whole center open system. Where two fairly good pivot men are available, the coach may use this series the greater part of the time.

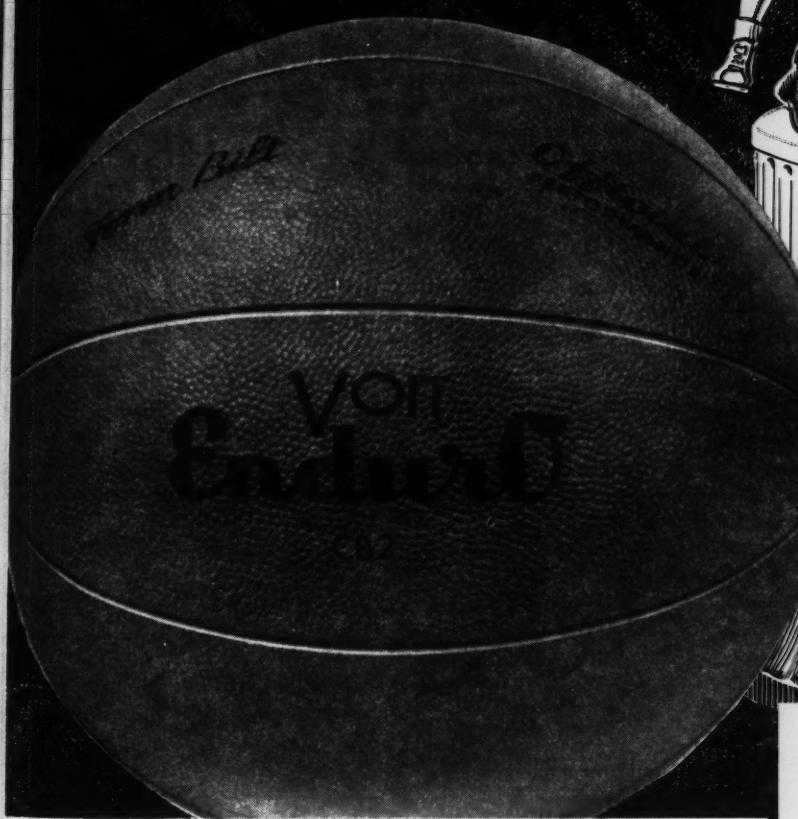
As will be noted in the diagrams, 4 or 5 serves as the pivot. If the ball goes in from the right side, the opposite man, 4, breaks out to become the post player, and vice versa.



Diag. 19 is the basic feed play off the post. No. 2 passes to 3 and

(Concluded on page 32)

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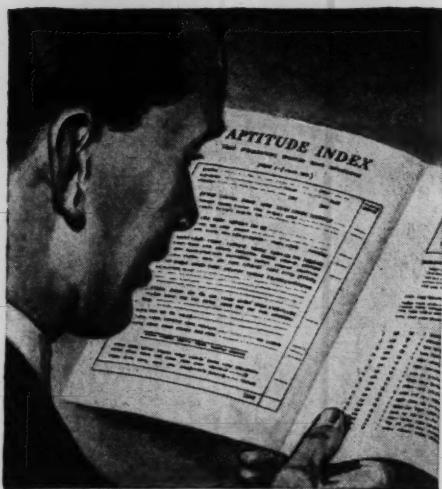
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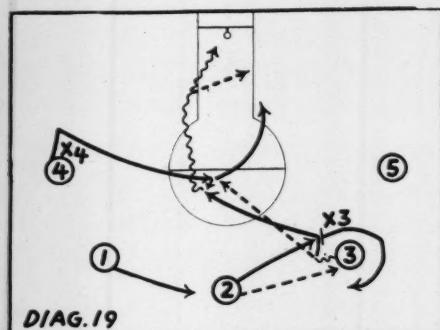


Lewis W. Douglas,
President

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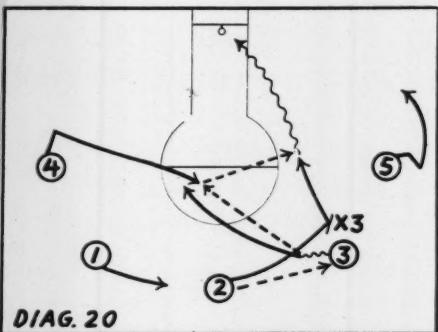
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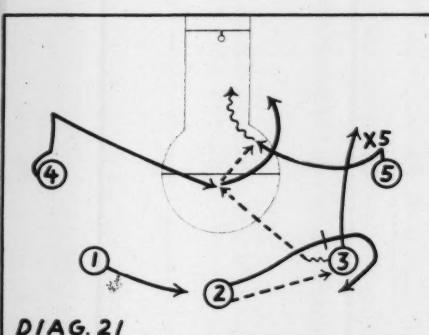
screens inside. No. 3 bounce passes to 4 at the circle, then fakes outside and drives across the circle for a return pass.

To get the greatest effectiveness from the post play, 3 must cut close past 4, losing X3 on the post. If X4 switches to 3, the latter flips the ball back to 4, who has rolled off his post.



Diag. 20 makes use of the screen-roll by 2. This option should only be used occasionally as it tends to throw too many cutters into the same area. It is extremely effective against switching guards.

X2 may become lax after 2 swings back a few times after screening. If he does, 2 may occasionally break free on the roll. The play: 2 passes to 3 and screens. As 3 relays the ball to the post, 2 rolls off and cuts past 4 for a return pass.

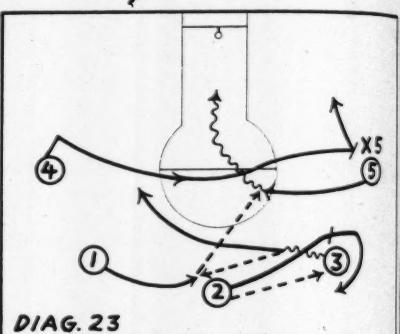
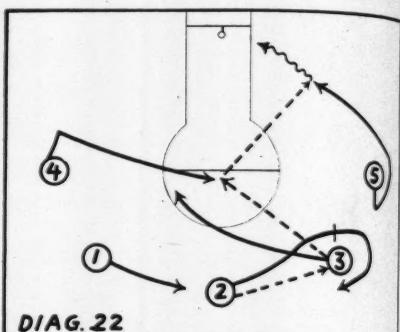


Diag. 21 illustrates another effective screen play. No. 2 passes to 3 and screens. No. 3 hits 4 with a bounce pass, then drives down past 5 as a moving screen. No. 5 fakes right and cuts across either in front

SCHOLASTIC COACH

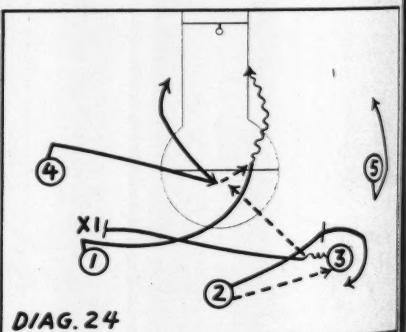
of or behind 4 for a feed pass and shot.

Diag. 22: The post player, 4, feeds 5, who has reversed suddenly into the hole. The reverse is a handy weapon whenever the guard takes his eyes off his man for a moment.



Frequently, after 2 has passed to 3, the latter will be unable to clear a pass to the post. In this exigency (Diag. 23), 3 passes back out to 1, who has moved over toward the center when 2 passed to 3.

When 4 sees the ball go back to 1, he continues his swing across court and screens for 5. The latter then cuts for a pass from 1. No. 4 rolls off his screen for a possible return from 5.



In Diag. 24, player 3 initiates another good option by screening X1 after passing to the post. No. 1 fakes left and drives down the middle of 3's screen. No. 4 feeds 1 as he cuts by. No. 3 stays out for defensive balance.

In his installment next month, the author will outline his figure-8 weave attack, fast break and center-open defense against a zone.



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BASKETBALL BRAIN-BUSTERS

By Edward H. Boell

In addition to coaching at Great Neck High School, Long Island, N. Y., Edward H. Boell is a busy basketball official.

AS I look back upon certain incidents I have observed as a basketball fan and official, it strikes me that a great number of players do not know the technical and, in some cases, fundamental rules of the game.

The poser that stands out in my mind was put to me by a high school coach. He asked to see the rule requiring a free-thrower to hit the ring for the ball to be in play.

He thought the ball was only required to hit the backboard. A nearby coach and several spectators stoutly supported him.

Rule 9, Sec. 1 states: "He shall throw within 10 seconds and in such a manner that the ball enters the basket or touches the ring before it is touched by a player. Penalty—violation by the offense, no point scored, ball is dead and is awarded to opponents out of bounds as though throw was successful."

Unsportsmanlike conduct

I had quite a job convincing a boy on an amateur team (he had played high school ball), playing at home, that I could call a technical foul on his team if the crowd booed when an opponent was shooting a foul.

No technical foul was called at the time, but he changed his attitude when I showed him the rule after the game.

Rule 2, Sec. 7: "The officials shall have power to call fouls for unsportsmanlike conduct on the part of players, coaches or spectators.

Question—Who is responsible for behavior of spectators? Answer—The home management or committee in charge of game, insofar as they can reasonably be expected to control the spectators. . . ."

Here's one that occurs every once in a while: While one team is in possession, the other team calls a time-out.

Rule 5, Sec. 8d states: "an official grants a player's request for time-out only when the ball is dead or in control of this player's team; if an official erroneously grants a time-out to a player when the ball is in control of his opponent, a technical foul as well as a time-out must be charged to the offending player and play shall be resumed immediately."

A referee's collection of commonly misinterpreted rules, designed for players, coaches and officials

I've often noticed a team skip the formality of waiting for the referee or umpire to wave a substitute onto the floor. I think coaches, scorers and officials have been lax on this point.

Wait for signal

Coaches should instruct their players to wait for a signal from either official. As I read the rule concerning this point, *Rule 3, Sec. 3*, it seems to place the entire burden on the player: "A substitute before going on the court shall report to the scorers giving his name, number and position. The scorers shall sound a horn immediately if the ball is dead or as soon as it becomes dead. The substitute shall remain outside the boundary lines until an official signals for him to enter the court. . . ."

I have heard many officials tell the scorers when and when not to send in the substitutes. This I believe is wrong. The scorers' job ends with the blowing of the horn when the ball is dead. The rest is up to the player and the officials. The only thing the scorers can do is tell the sub to wait until the official signals him in.

Here is one I've seen some officials miss. Team A is in possession in its front court. An A player causes the ball to go into the back court and the ball rolls free. When the ball crosses the center line, the official immediately blows the ball dead.

This is wrong. The ball should be blown dead if and when it rolls out of bounds, or when an A player touches it in the back court.

Play 164 in the *Play Situations Book* covers this: "A illegally causes ball to go to his back court and it: (a) goes out of bounds; or (b) rolls on the floor with neither team attempting play it; or (c) is first touched by A in the back court. Ruling—The violation occurs when (a) the ball goes out of bounds; or (b) when it is apparent B will not touch the ball; or (c) when A touches ball.

The technicalities of when a player is or is not in the back court should also be discussed by the coach before the season starts.

A player of team A, bringing the ball down court, stops as he straddles the line. Using his rear foot, which is in the back court, as a

pivot, he steps over and back of the line. He is still considered as being in the back court and has committed no violation by stepping over and back of the line.

If the player while straddling the line were to bounce the ball in the front court and then catch it, the ball would be considered as having been in the front court and then in the back court.

Play 160 covers this point: "A stands on the division line or with one foot behind and the other in front of it. (a) While holding the ball, he touches it to the floor in the front court or (b) he bounces the ball in the front court. Ruling—(a) Neither the player nor the ball has been in the front court. (b) Violation if while he is still touching the back court, he touches the ball after the bounce."

Accidental kicking

Many players do not know that the rules differentiate between an accidental and an intentional kicking of the ball. *Rule 9, Sec. 4* says: "A player shall not run with the ball, kick it, or strike it with the fist. Note—Kicking the ball is a violation only when it is a positive act, accidentally striking the ball with the foot or leg is not a violation."

This leaves the play strictly to the judgment of the official. Some men call all balls which touch a player's foot violations. This saves them the job of judging intent.

This is wrong because the rules allow for accidental kicking. *Rule 2, Sec. 1 Note* states: "The officials . . . have no authority to agree to changes in the rules except those mentioned in *Rule 1, Sec. 1 (Note)* and *Sec. 2*." And these sections do not deal with kicking the ball.

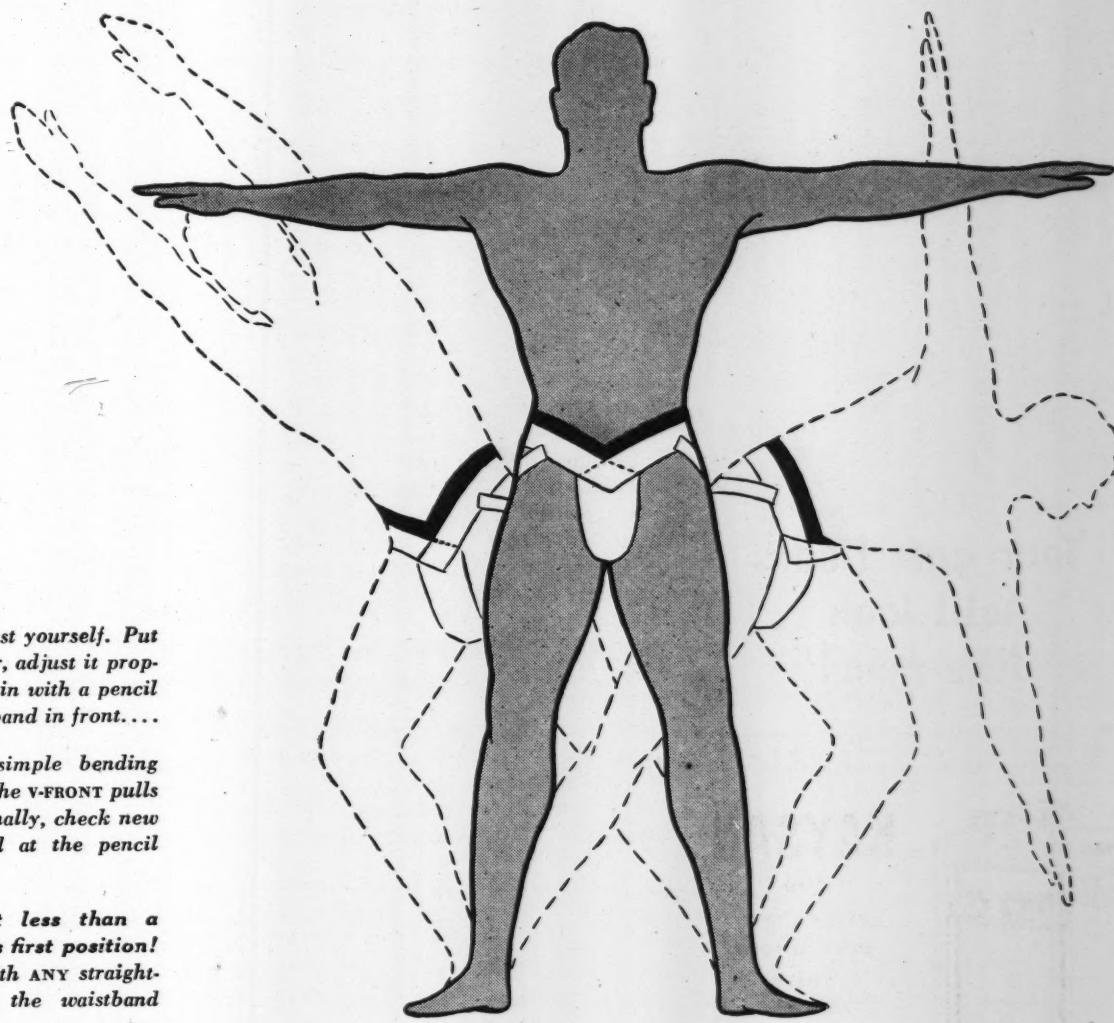
Tap plays are another source of confusion for the players. They do not all seem to be aware that four taps are possible on one play.

Rule 6, Sec. 3 covers the tap plays: "Center players must not tap the ball before it reaches its highest point and must not leave the circle until the ball has been tapped. Neither center may tap the ball more than twice, after which neither may touch the ball again until it has touched one of the other eight players, the floor, the basket or the backboard. Under this provision,

(Concluded on page 53)

NO SLIP! NO SAG! NO CHAFE!

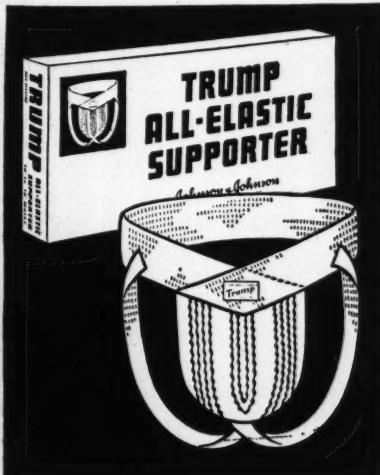
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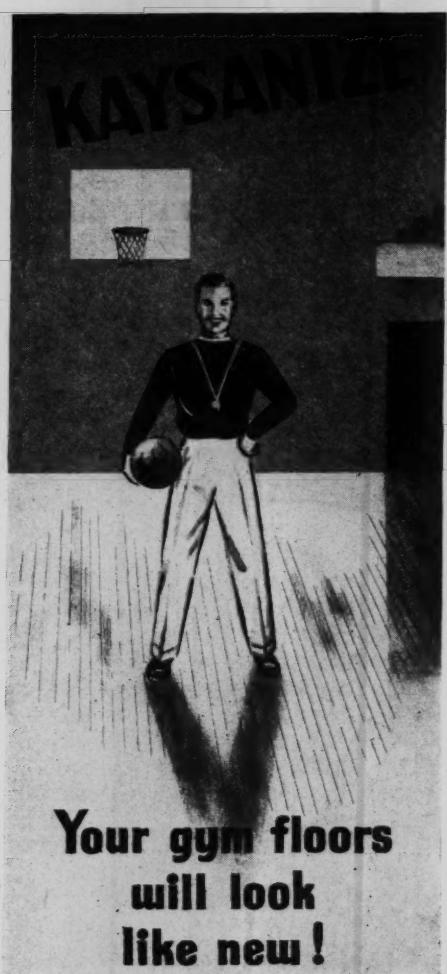
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Everett Dean's Stanford Weave

(Continued from page 14)

mentals, timing and basic plays rather than too many play options. **Diags. 4A and B** show the fourth step.

The last step is an important one. Before taking it up, we review the continuity as a whole. Refer to **Diag. 1** for a picture of the whole continuity.

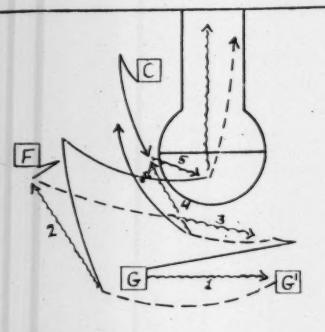
After the right tempo has been learned, we try to emphasize the proper coordination between the weave and the basic plays. While working on this basic step, we have the defense playing normally, but not aggressively. An over-zealous defense may destroy the confidence of the offense in practice. See **Diags. 5A, B and C**.

Players like this offense because of its equality of scoring chances and its many free-lance features. They may deviate from basic plays to exploit weakness in the defense.

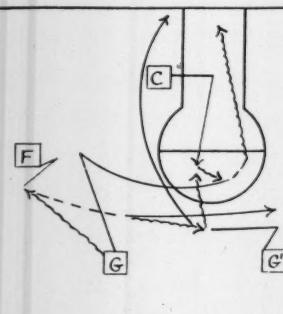
Since the weave necessitates as much movement by the defense as by the offense, it causes many quick openings in the passing and cutting lanes.

All in all, it adds up to an interesting, potent and practical style of attack.

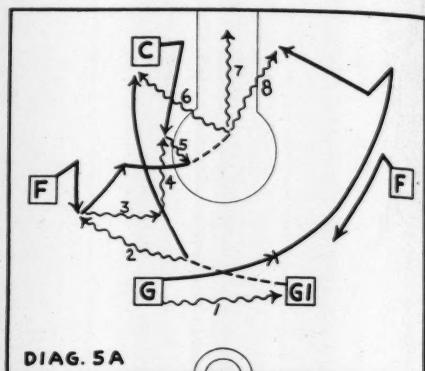
In planning your team organization, you must have a coordination of offense and defense. Some coaches use a zone defense because its set-up is ideal from which to fast break.



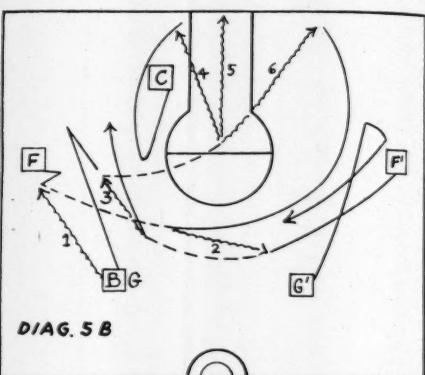
DIAG. 4A



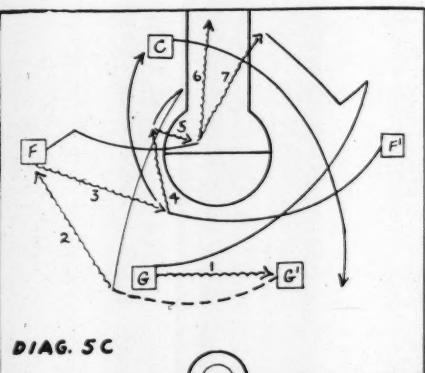
DIAG. 4B



DIAG. 5A



DIAG. 5B



DIAG. 5C

The first man down on offense should not carry a heavy defensive assignment. Similarly, the guard carrying the biggest defensive load should carry a lighter offensive assignment. There should always be a balance between the two, so that neither is weakened by the demands of the other.

Different coaches use different methods of assuring defensive balance. The main factor influencing their choice is the grade of material.

A good example of proper offensive and defensive balance is found in center play. Where a big center is called upon to play both boards, it is common to have him come down last on the fast break, as well as to fall back last on defense.



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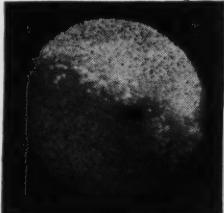
Subject Taught.....

No. of students in one class: Girls..... Boys.....

"Here Below"

(Continued from page 5)

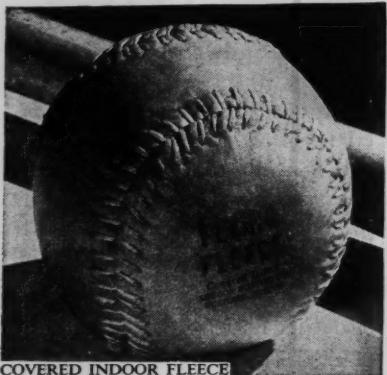
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"At U.C.L.A.," he points out, "I played football against Southern Methodist, T.C.U. and Texas. All the members of those teams were Southern boys. They played hard football and really gave me a smacking at times. But I can say with perfect honesty they never gave me 'the business.' The fact I was a Negro made no difference.

"Afterward some of them came to me and told me I had played a good game, and we shook hands. Now, I am race-conscious enough to be sensitive on this point, and I am absolutely certain they were sincere. They quickly got over the idea of playing against a Negro and accepted it.

"Again, after I graduated, I played in the All-Star game in Chicago. There were half a dozen Southern boys on the squad, maybe more. The first few days in camp there was a slight tension. I noticed it and kept to myself. When the other boys would play cards I would sit around by myself reading a magazine.

"On about the fourth day these Southern boys came to me in a group and asked me to join their game. After that we were friends. Everything was entirely natural and there was no restraint. And I want to say that, in the game, these Southern boys gave me the best blocking I ever had.

"It proves, or at least it indicates, that once the ice is broken and the idea accepted, the thing is entirely possible. This wonderful country of ours is growing up."

Robinson believes his teammates will accept him, if not as a complete social equal, then as a respected fellow-worker and friend. If that is not the case, he still will be able to take it. The importance of the first Negro in baseball going the whole way, he says, cannot be overemphasized.

"Joe Louis," Robinson adds, "has done a great thing for our race. I don't have to tell you that. Everyone knows it. But I am going in with greater advantages than Joe had. Therefore, I have a much greater responsibility.

"I think I am the right man to pick for this 'historic experiment.' There is no possible chance I will funk it or quit before the end for any other reason than that I am not a good enough ball player. That is the only thing I could be mistaken about. The other things I know."

Beating the Force

(Continued from page 16)

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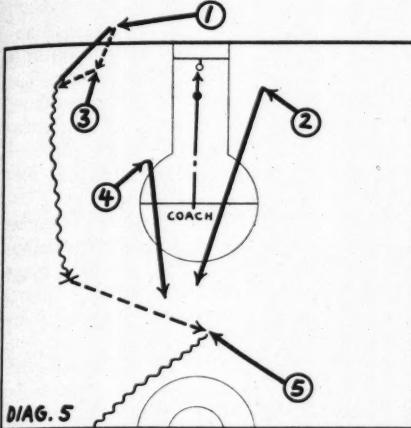
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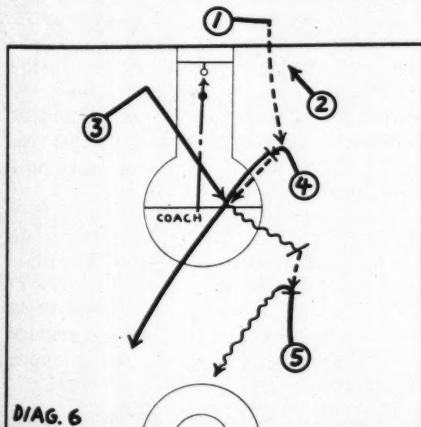
bounds with the ball, start counting aloud—1-1000, 2-1000, etc. Stop this count when he passes in, and start a 10-second count. This will give you an idea of the speed of your team and the time it takes them to get the ball across the center line.

For the sake of simplicity, make 1 and 2 guards, 4 center, and 3 and 5 forwards. But, above all, stick to a definite floor plan so that each boy knows exactly where to go and what to do after the opponents score.



The forcing defense is usually employed in special situations, such as: (1) against a team which hasn't a fast-break attack; (2) against taller but slower opponents; (3) against rivals who rely chiefly on set screen plays deep in offensive territory; and (4) late in the game when losing.

The first requisite of any attack against the force is poise. Instill this quality in your players. Then equip them for the situation.

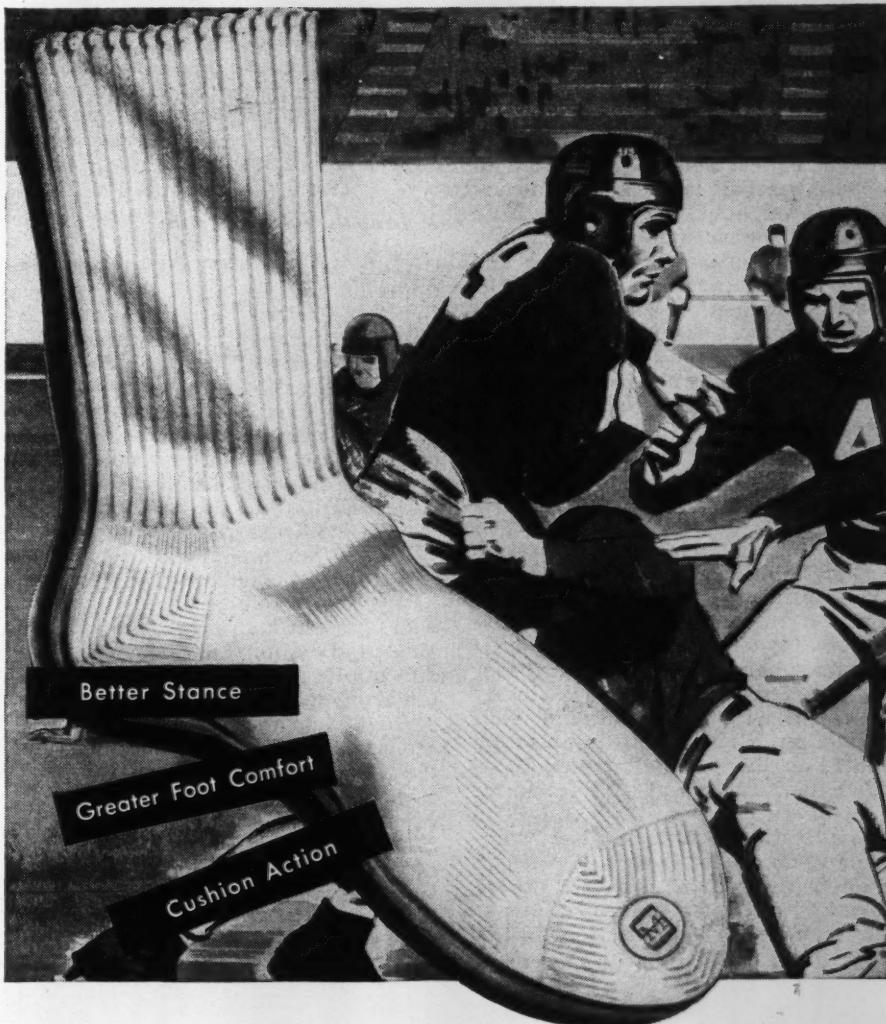


Impress them with the fact they have 15 seconds to get the ball across the center line—five seconds to put the ball into play and 10 seconds to work it into the front court.



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ITS GROWTH, AIMS AND RECORD

BRIEFLY, The Athletic Institute can be described as a non-profit organization promoting physical fitness through athletics and recreation. Formed in 1934 by a group of athletic goods manufacturers who saw the need of stimulating certain sports, The Institute first trained its sights on baseball, which had sunk to a low ebb in our schools and colleges.

From 1935 to 1940, The Institute sent out expert field men to promote amateur baseball leagues and tournaments throughout the country. This enterprise mushroomed so rapidly that it was separated from The Institute and became an independent agency known as the American Baseball Congress.

The A.B.C. was a solid success. Prior to the war, well over a quarter million boys between the ages of 14 and 20 were engaging in its annual competition.

In its early days, The Institute played a big role in promoting softball. Among other contributions, it assisted in the financial organization of the Amateur Softball Association.

The Institute also distributed bulletins on the organization, administration, financing, officiating, coaching, and supervision of amateur baseball and tennis, and is now closely associated with The National Golf Foundation, a non-profit organization devoted to the promotion of golf.

The Institute has also given active financial support to The American Legion National Americanism Commission, which has been sponsoring a national program of physical fitness, including such notable promotions as American Legion Junior Baseball and youth programs.

Fitness first

At the beginning of World War II, there gradually developed a new national consciousness of the importance of physical conditioning. Selective Service statistics and Army and Navy findings indicated that something had gone radically wrong between World War I and II.

As the war progressed, it became increasingly evident that our lack of physical fitness was causing an unnecessary loss of life, planes and mechanized equipment, because of the accumulation of fatigue and lack of endurance of our soldiers. Poor physical condition also contributed to a deceleration in war production.

This resulted in a change of scope in Athletic Institute activities. Its primary purpose now became the development of physical fitness in America.

The Institute's membership was broadened to embrace organizations interested in making America a stronger and healthier nation. This included industrial concerns of a non-athletic equipment nature, as well as various publications and other organizations interested in the problem.

The Board of Directors was increased to embrace nationally known college athletic directors, physical educators and others who could give expert advice on the subject.

Promotional program

With the needs of national defense uppermost in its mind, The Athletic Institute decided to reorient its publicity and promotional program.

Accordingly, it produced a color-sound movie, *Make the Most of Playtime*. This film, dealing with the promotion of community athletics for the conditioning of youth for both industry and defense, has had a nationwide distribution through the American Legion and its 1,200 posts.

In addition, an Educational Bureau was formed which assisted in combating the prejudice against sports in war time, through newspapers, magazines and radio, thus focusing official and public attention upon the importance of sports, exercise, games and recreation in the war effort.

Close liaison was maintained with the National Committee and the Joint Committee on Physical Fitness. Financial assistance was given these groups for the purpose of holding conferences and publishing educational material relative to physical fitness activities.

The Athletic Institute also sponsored a chair of Industrial Research at Purdue University, which surveyed recreational needs of industry, conducted clinics and edited a great deal of educational material relative to industrial recreation problems. Financial assistance was also given to an Industrial Association providing counsel to any concern interested in effective recreational programs.

Because of his interest and leadership in promoting physical fitness in America, The Athletic Institute persuaded the Army to release Colonel Theodore P. Bank on January 1, 1945 to take over The Institute's presidency.

Colonel Bank was in charge of the Army Athletic, Recreation and Physical Training Program. He was originally brought into the War Department early in 1941 to organize that branch. While in the Army, he not only initiated physical efficiency testing programs and increased sports and recreation facilities and pro-

grams, but also became active in promoting increased sports and physical fitness in the schools and colleges as a pre-induction necessity.

Colonel Bank was an active member of the National Committee on Physical Fitness and is serving as a member on the American Commission for Living War Memorials.

Under his leadership, The Athletic Institute hopes to do its part in arousing a national consciousness in physical fitness activities.

A close relationship has been established with the American Commission for Living War Memorials. The Institute has released a great amount of educational material on the promotion of community sports and recreational facilities as living war memorials.

A current project nearing completion is a brochure on living memorials. This brochure will contain plans for various sized community sports and recreation centers, prepared by leading architects; information on methods of organization, financing etc. When completed, it will be mailed to the mayor of every community in the land with a population between 2,500 and 100,000.

In addition, The Institute has obtained reprints of the article on living memorials published last August in *The Architectural Forum*. These reprints are being distributed to community leaders to encourage local living memorial projects.

News releases

In line with its major objective, The Institute is periodically circulating news releases to over 900 sport editors and radio sportscasters. The material stresses the value of sports and recreation in building a physically fit nation, and in aiding in the solution of local juvenile delinquency problems. It emblazons the fact that our grade and high schools offer rich promotional areas for increased sports participation.

The Athletic Institute was picked by our federal government to make a production report on the manufacture of athletic equipment and textiles, for use by the War Production Board in channeling some percentage of this equipment for civilian consumption.

Without doubt, the efforts of The Institute in Washington were largely responsible for impressing government officials with the necessity of keeping athletic equipment manufacturers in operation. Otherwise their plants would have been converted to the war effort and abso-

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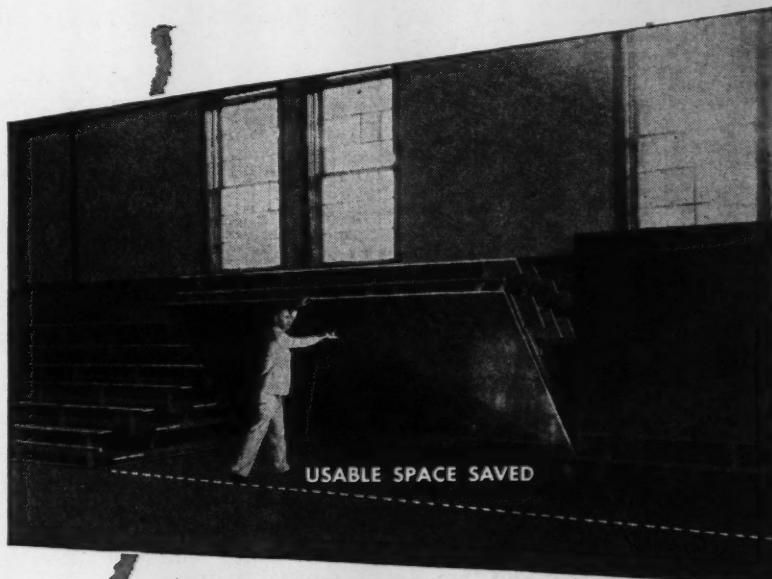


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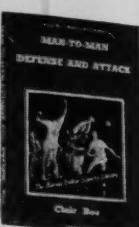


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1945-46 BASKETBALL RULES CHANGES

NATIONAL FEDERATION NEWS

Reported by H. V. Porter

SCHOOL men are being urged to get behind the Victory Loan Drive. The Federal Revenue Department is depending on the state associations and their members to assist in creating interest in the first post-war drive.

Each school may use its own devices for stimulating sales. Suggestions include:

1. Designating at least one football and one basketball game as "Victory Loan Games"—with special concessions to bond purchasers, such as a good reserved section.

2. Sponsoring a victory queen election with voting dependent on bond purchase.

3. Conducting a band or other display before the game and between halves. Local bond committees will be glad to provide a speaker.

4. Auctioning the game ball or nets with bidding in bond purchases by streets or sections of the community.

5. Assisting local bond chairman through high school talent teams for patriotic numbers. A few comedy skits will help.

6. Reporting successful devices to state office for relay to other schools.

Basketball rules changes

THIS year's basketball will not be appreciably different from the 1944-45 brand, insofar as playing strategy is concerned. The more important rules changes include:

1. A player cannot re-enter the game after being withdrawn during the last four minutes.

2. A time-out cannot be cancelled through making a substitution within 30 seconds of the request.

3. The official is authorized to withhold his whistle when a jumper leaves his jumping position before the ball is tapped. If the tapped ball is first touched by a tapper's teammate, the violation will be ignored. If the tapped ball is not first touched by the tapping side, the violation (by the jumper who left his position before the tap) shall be penalized in the usual manner.

The same applies to an infraction of the restraining circle limitation. If a player steps into the circle too soon, the whistle will be withheld until the jump is ended. It will not be blown at all if the tapped ball is first touched by a teammate of the tapper or if the offended jumper taps the jump ball into his basket.

4. Touching your own basket is a violation only if it occurs while the ball is on the ring. It will not be necessary for the official to cancel a goal where the ball is clearly down

in the basket when the net is touched.

5. The ball will be considered in a team's back court when it touches the back-court floor or any player who is touching the back-court floor.

6. A standard set of signals for officials will be used throughout the nation.

Proposed study

Among the problems which will be carefully studied during the coming season are:

1. Further limiting the advantage of excessively tall players.

2. Possible extension of the right to use a delayed whistle in any instance where a foul may interfere with the right of a player to score.

3. Devising of an out-of-bounds rule which will permit a player to keep the ball in play near a boundary line without danger of losing possession to the other team out of bounds.

4. Framing of a satisfactory substitution rule for the last part of the game without depriving a small squad of the right to send a player back in after having been withdrawn.

5. The modification of the running rule to be in harmony with what is considered good practice in cases involving the lifting of the pivot foot when a dribble is started.

After a comprehensive study by a committee headed by W. A. Macomber, Augusta High School principal and secretary of the state football officials' association, the National Federation football code was adopted lock, stock and barrel by the state of Maine. Congratulations to Secretary Hutchinson, President Sampson, Macomber and their teammates!

New York: Soccer is coming along strong in the Garden State. Despite a driving rain, more than 200 boys and girls attended the recent clinic in boot-conscious Newburgh.

Sponsored by the Newburgh News, with a loud assist from a New York City committee headed by Milt Miller of PM, the affair was a whooping success from every angle.

The New York delegation of lecturers and demonstrators included: S. Yudell, coach of the city championship Lafayette eleven; Allen Towbin, coach of the Cleveland High runners-up; and Erno Schwarcz, manager of the pro N. Y. Americans. Among them, the men covered every phase of the game.

Clarence Crispin, Pine Bush High mentor and chairman of the Orange County Soccer Committee, directed the affair.



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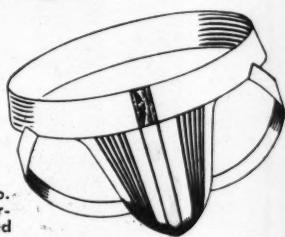
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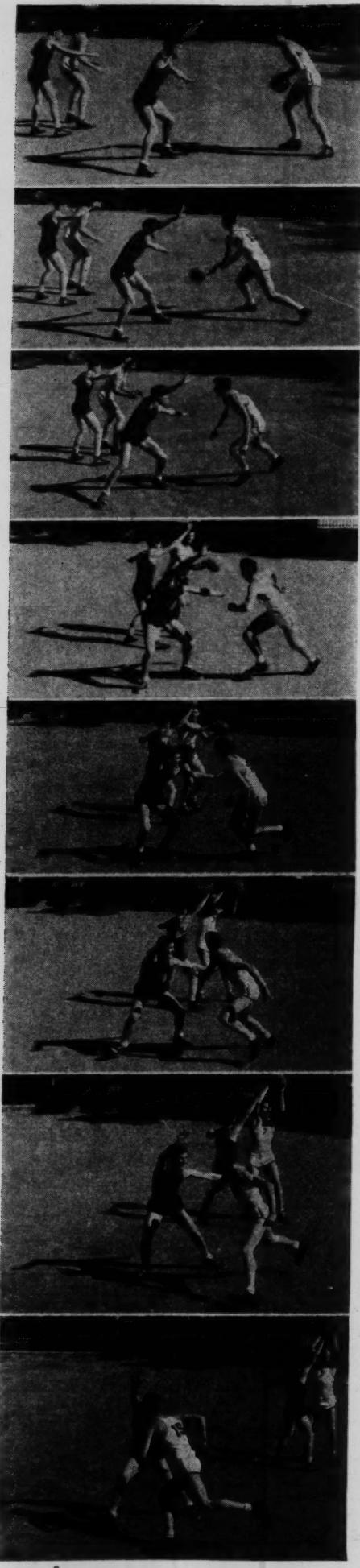
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BACK-TO-BALL DEFENSE

(Left)

ONE of the axioms of good defensive play is "watch both the man and the ball." Occasionally, this becomes impossible. When it does, the guard should concentrate on the man.

At the same time, he shouldn't forget about the ball. He should make any attempted pass as difficult as possible.

The action sequence shows how to do it. The play starts with the ball-handler feeding the ball in and sharply changing direction. His guard, playing him cautiously, is not fooled. But he is forced to turn his back to the ball.

By throwing up his right arm and extending his left, he assures a full measure of protection against a return pass. The right arm is in excellent position to deflect a lob pass, while the other will deflect any bounce or line return.

GUARDING AN OUTSIDE MAN

(Right)

JUDGING by accepted standards, most defensive players haven't the faintest idea of how to cover an outside thrower.

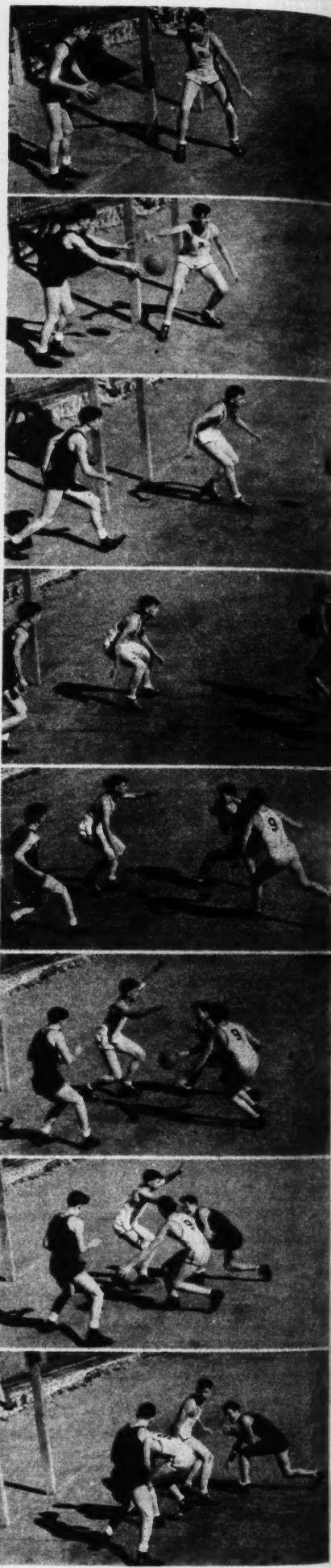
The average guard stands directly in front of the man with his back to the court, waving his hands wildly overhead in the hope of deflecting the throw-in.

Since the thrower must be given three feet, the practice seldom pays dividends. The thrower can easily pass over, under or to the side of the guard.

What the guard should do is set up on the *inside* of the thrower, covering both the man and the court at the same time.

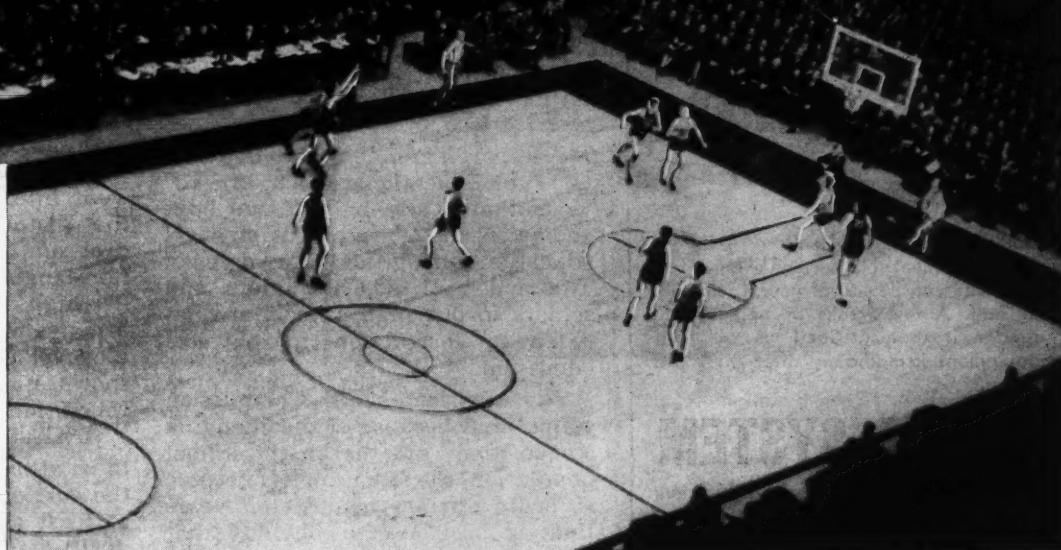
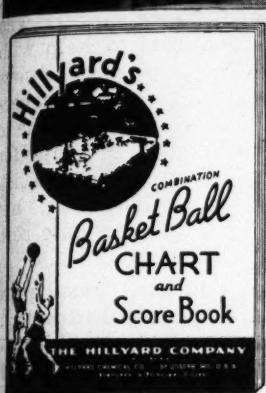
The advantage of this stance is shown in the pictures. The outside man has passed to a hard-cutting teammate. Ordinarily, if the guard had been playing directly in front of the thrower, facing him, this pass would have produced a score.

As it turns out—thanks to proper coaching—the play ends in an interception. The guard perceives the loose man and quickly switches to him. The other guard (No. 9) smartly races into the gap and grabs the attempted return pass.



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PHYSICAL EDUCATION FAILING?

by Dr. B. Everard Blanchard

Dr. B. Everard Blanchard is principal of the Dixie County High School in Cross City, Fla.

HERE is little evidence to substantiate the claim that physical education is now offering a diversified, well-balanced activity fare.

A report from the United States Office of Education (FSA2562)¹ reveals that "Only half of our boys and girls have received physical education during the last two years. This means 1,100,000 juniors and seniors in our high schools are not receiving instruction in physical education."

The American Youth Commission states² that because of the changing composition of the high school population, the situation has become so acute during the last ten years that it has become obvious that fundamental reorganization of the secondary school curriculum can no longer be deferred.

Current trend

Dr. Lester W. Irwin³ declares that with the trend definitely toward greater emphasis on sports fundamentals in the elementary grades, our high schools and colleges may soon be making marked changes in their physical education curricula, at least insofar as advanced instruction is concerned. Furthermore, Dr. Irwin states, our schools are coming to be recognized more and more as community centers.

Documentary information indicates there should be greater adaptation of physical education activities to meet the specific needs and interests of the group, as well as of the individual; and to extend to boys and girls the opportunity to acquire a proper understanding of physical education as related to the adolescent and post-adolescent periods.

Dr. Earl E. Kleinschmidt has cited⁴ that in our schools and col-

leges so much emphasis is being placed on becoming physically fit in terms of motor abilities, such as running, jumping, climbing and swimming that the fact that good health is basic to the development of all these abilities, is often overlooked.

Dr. Kleinschmidt also states that the Army and Navy officers who went into the schools to help with the Victory Corps physical fitness program, have told us in no uncertain language what must be done to get high school youth in shape for army service. At the top of the list they place—not calisthenics, not sports, not diet—but adequate rest, relaxation and sleep.

If desirable educational results are to be attained in physical education, the curriculum should be subject to at least a quodum of intellectual scrutiny. In the generally acceptable academic curriculum, the educational advantages are extended to all pupils. Why then don't we offer the advantages of participation in physical education activities to all?

Rather than stress any one phase of the physical education program, such as physical fitness or interscholastic competition, and hiring a specialist to coach a select group of boys in the two or more major sports, why not extend the services of the specialist in physical education to all students?

Positive benefits

The preparation necessary for a happy and useful life does not primarily depend upon being a member of an interscholastic team. The removal of the emphasis on winning teams, except as a by-product of the general educational program, presents a vigorous challenge to the American people. School buildings, teaching personnel, maintenance and operation represent a heavy financial investment and the services rendered should be congruent with money expended.

If the curriculum in physical education could be measured in terms of positive benefits to the participants, rather than by the commercial advantages derived by schools, high-salaried coaches and championship teams, a less skeptical attitude toward physical education would be assumed by those in the field of general education.

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¹ Richardson, Howard G., *Physical Education, the Stepchild, Should Be Adopted*, The American School Board Journal, Volume 110, Number 2, February, 1945, p. 26.

² The General Report of the American Youth Commission, *Youth and the Future*, American Council on Education, Washington, D. C., 1942, p. 117.

³ Irwin, Lester W., *The Curriculum in Health and Physical Education*, St. Louis: C. V. Mosby Co., 1944, p. 341.

⁴ Kleinschmidt, Earl E., *Meeting Today's Health Problems*, The Phi Delta Kappan, Volume 26, Number 1, September, 1943, p. 16.

It is exceedingly important for the prospective teacher of physical education to possess a better understanding of the cultural, civic and social advantages that might accrue from his teaching.

Frankly, the poor results thus far obtained in physical education are not solely the fault of the teachers and coaches, who have carried on despite many handicaps. If public schools are to attract physical education teachers of superior quality, they must be manned by alert and intelligent school boards.

Administrators' attitude

Sometimes, the negative attitude of school administrators toward physical education has encouraged the hiring of inadequately trained personnel. Sometimes, qualified physical education personnel are thwarted by short-sighted administrators.

The popular demand for winning teams has also encouraged appointments of "name" coaches, thus predicated the job on the ability to produce winning teams.

The Advisory Committee on Education contends⁵ that success in teaching is due, in large measure, to satisfactory personal qualities. Persons preparing to teach should own, as far as possible, the best combination of intelligence and personality traits.

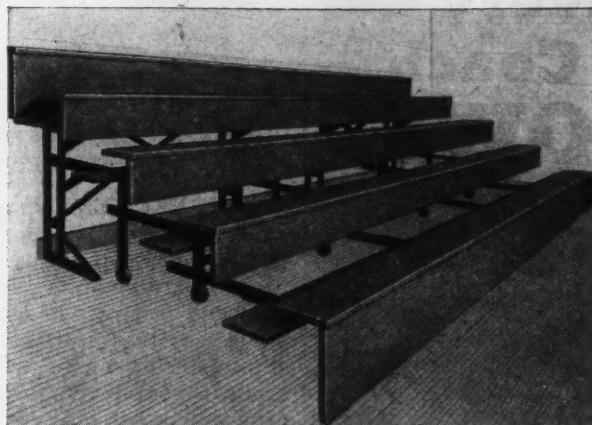
Among the factors that should enter into the selection of students for teacher training are: (1) Good character; (2) attractive personality; (3) sound health; (4) emotional balance and control; (5) interest in children; (6) culture; (7) broad scholarship; and (8) demonstrated proficiency in spoken English.

In attempting to provide a curriculum that will achieve worthwhile objectives, physical education administrators will have to avoid traditional practices. The mistakes of the past are clear enough. We need to aim higher than big muscles, formal calisthenics, competitive athletics, and profuse perspiration.

As Jesse Feiring Williams notes in *Principles of Physical Education*, "Any program in America which fails to recognize the nature of the individual and the needs of a democratic society, but proceeds rather upon a basis of physical limitations, is pursuing bankrupt methods, and will fail to pay dividends."

⁵ The Advisory Committee on Education, *Education in the Forty-Eight States*, Staff Study No. 1, U. S. Government Printing Office, Washington, D. C., 1939, p. 103.

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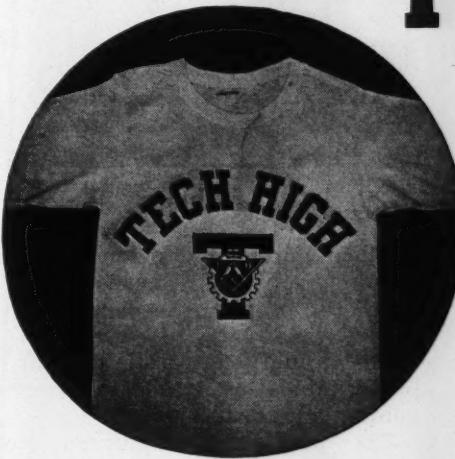
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PHYSICAL EDUCATION

MOTIVATION DEVICES

by H. B. Stephenson

H. B. Stephenson, principal and director of physical education at the Morrisonville, Ill., Grade School, passes along his system of motivating physical education programs.

ACHIEVEMENT standards serve a useful purpose in stimulating the physical education program and measuring the skill and progress of every student.

Perhaps the most feasible way of administering them, at least on the grade school level, is by a testing program based on age groups. Age is perhaps the best denominator in classifying pupils in the small school. Classification by a height, weight and age quotient may be ideal, but it adds a burden of clerical work on the already overworked instructor.

cide for themselves the events appropriate for them, basing their decision on the available equipment and the interests of the pupils.

Our standards are based on what 40 to 60 percent of the boys can be expected to pass during the school year. If the level of performance ever fluctuates, these standards will be raised or lowered to keep within this range.

When a boy passes the required tests for his age group, he is presented with a certificate and an award ribbon. The ribbons are neat 9-by-2-inch satin jobs, and come in three colors—white for juniors, red for intermediates and blue for seniors. These awards furnish an added fillip to the program.

Here is the way we administer the tests:

Basketball Goal Shooting. The contestant shoots as rapidly as possible, starting from the foul line and continuing from where he recovers the ball.

Basketball Pass. The boy tries to pass the ball so that the receiver will not have to lift either foot from the floor.

Soccer Goal Kick. The ball must pass between and under the goal posts before touching the ground. Goal is 8 ft. high, 24 ft. wide.

Catching Fly Ball. A 12-inch playground ball is thrown from the plate of a 45-foot diamond to a pupil around the second base area. The receiver's foot does not have to



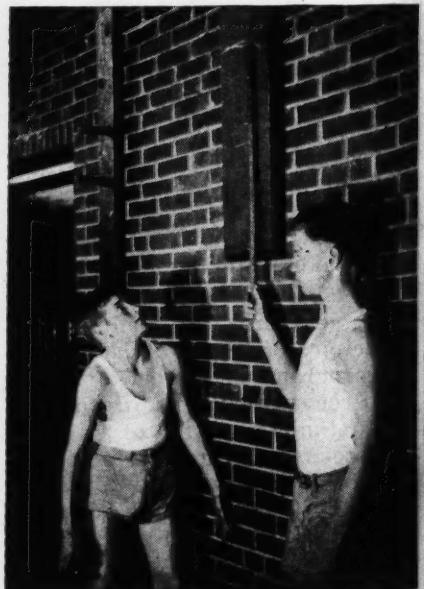
Chinning

Since pupils under ten are still groping for their neuromuscular level, the program need not be extended below the fifth grade. The lower graders' interest may easily be sustained by carefully selected games, stunts and exercises.

The pupils in the upper four classes may be classified as follows: Junior, ages 10 and 11; Intermediate, ages 12 and 13; Senior, ages 14 and 15.

The Morrisonville Grade School testing program is the product of extensive experimentation. It is submitted here for whatever value it may have to other schools.

The program consists of 15 events—five on game skills, five on track and field and five on gymnastics. These were deemed most suitable to our needs. Other schools may de-



Vertical Jump

be on the base when making the catch.

Strikes. We use a target 15 by 24 inches, raised 24 inches off the ground. The thrower stands facing the target with both feet on the starting line. He may step forward with either foot for the delivery, but must keep the other foot on the line. Any throw hitting the target enough to move it, is a strike.

Head Stand. The head and the hands form a triangle, with the hips and knees straight and the feet together.

Chinning. Keeping the arms straight, the boy pulls himself up so that his chin comes above the bar. No swing or kick is permitted, but the hands may be placed either over or under.

Vertical Jump. Facing the wall with feet together, toes touching the wall, heels on floor and both hands together, the boy reaches as high as possible, making a mark on the wall with a piece of chalk. Then, standing with his side to the wall, he swings both arms and jumps vertically into the air, marking the wall as high as possible. The distance between the two marks represents his score.

Crab Walk Backward. From a back-leaning rest (front of body up with weight supported by the hands and feet), the boy walks in the direction of his hands.

Official rules govern the track and field events.

General regulations

The general regulations are quite simple:

1. The supervision of the testing and the recording of each pupil's achievement is done by the physical education instructor.

2. The tests are given throughout the school year as part of the class work in physical education.

3. All equipment is of regulation size and weight, and all events are judged according to accepted rules.

4. After passing the tests for his own age group, the pupil may try those on the higher levels.

5. Good sportsmanship must be exhibited in passing every test for which credit is given.

Physical education directors with
(Concluded on page 52)

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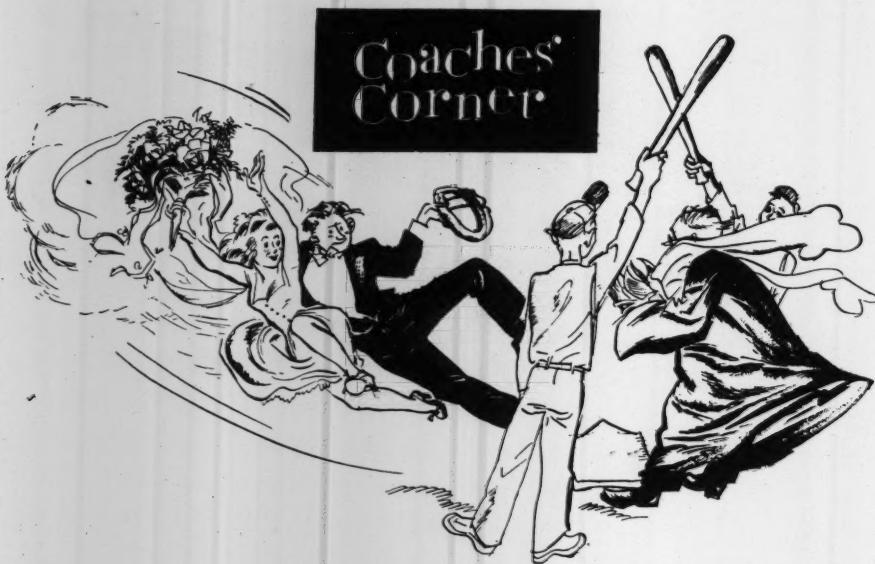
The same thorough safe construction is carried throughout Jim-Flex mats—platten process layer felt used (free from broken punching needles) closely tufted by hand with waxed twine, triple tied—extra strong covers—square side walls.

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Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Love-is-a-wonderful-thing Dept. (Softball Division), from the *Portland Oregonian*:

**PAIR TO MARRY
At HOME PLATE**

Two rabid softball fans who developed a love for each other while watching the sport will be married Sunday evening between games at home plate at Buckman field. Ben Grasser, catcher for Loggers & Contractors, will take as his wife Gladys Klass, right after the 7 o'clock game between the Skyroom of Seattle and Grimshaw Tire of Portland. The Hudson-Duncan-Colored Merchants contest will follow the home plate ceremony.

George R. Ropkins, manager of L. & C., who is in charge of events, states that two softball teams will form a V from home plate and bride and groom will march between the player aisle to crossed bats at home plate, where the vows will be exchanged.

When the fabulous Win Clark was umpiring in Portsmouth in the Virginia League, Hugh Whitted, player-manager of the home team, began riding him unmercifully. Win warned Hugh he was headed for a fine. But Whitted replied, "What do I care. I've got plenty of dough."

"All right, then," snapped Clark. "Suppose we start with \$20 and get off the field!"

Whitted smiled pleasantly. "That's okay with me," and peeled a 20-bucker off a huge wad of bills. Clark was nonplussed. He looked at the money, then looked again.

It was Confederate.

Aw-nuts dept. Ox DaGrosa, the Holy Cross mastermind, contends that "the cardinal sin of coaching is taking the game out of football. As a result, practice at Holy Cross is never a dull, mechanical routine; but, rather, more like a group experimentation into some new, absorbing theories of grid-

iron strategy or tactics—whose potential development fires the imagination of the experimenters; or like the zestful rehearsal of a sprightly musical play whose director illustrates the action and stimulates the players."

Joe McCarthy, Yankee manager, dreamed he was in heaven. He saw the greatest baseball players of all time. So he formed a team. The phone rang. It was the devil. "I have a team that can beat yours," said Satan.

"Impossible!" roared McCarthy. "I've got the greatest players who ever lived."

"Yeah," replied the devil. "But I've got all the umpires!"

Who said love and football don't mix? Take Red Swanson, line coach for Louisiana State, for example. He met an attractive gal after a game, married her during the intermission of another, became a daddy before his first game as a high school coach, and celebrated his 14th wedding anniversary—yes, at a football game!

Men of medal: Three members of the Louisiana State football team are Purple Heart winners. Sam McInnis was wounded in Germany, Bill Wano was nicked at Guadalcanal and Bill Goelzer got his in France.

Foot-Bawl. Pity Dukes Duford, basketball coach of St. Louis University. He has a 6 ft. 7 in. center, but can't use him. He can't find a pair of basketball shoes big enough to fit him! (Flash! He just got a pair in the mail, from a rival coach no less.)

When Al Shacht, the old baseball pitcher, was trying to break into the big leagues, he sent wires and press clippings to all the managers. Once he wired John McGraw, "Arm loose and going strong." McGraw wired right back, "Tighten up and keep going."

The Tigers lost the first game of the world series, 9-0. Before the second game, one of their rooters

offered a dozen pairs of nylon stockings to the first Tiger who hit a homer. Growled Manager Steve O'Neil, "O.K., but make sure those stockings have runs in them!"

Slim Jim Carson, L. S. U. star half-back, passes a football with his right hand, but chucks a baseball with his left. He bats right handed, but kicks left footed. Swings a golf club righty, but is a southpaw in tennis. And he writes with his right hand, but eats with his left!

A pitcher named Ken Hicks came right out of the Army to hurl for Los Angeles. During a close game, the loudspeaker suddenly boomed: "Attention please! The next . . ." At the word "Attention," Hicks froze into the proper military posture. The umpire had to call it a balk.

Porterville, Cal., High School was playing a great Tulare team, writes John Vaznaian, Porterville coach. "After seeing our boys mauled all over the field, Metcalf, our big tackle, turned to me on the bench and said: 'Coach, if I were in there I could do something about that. How about it?'"

"Thinking it would do no harm, I sent him in. After five minutes, I substituted for him. He charged over to me, clasped my hand, and said: 'Gee, coach, thanks, thanks a lot . . . for taking me out.'"

Two opposing players in a Boston-Philadelphia game last season got the bird—one from the fans and the other with a throw. In the third inning, Sam Chapman of the A's sent a line drive to the outfield. Tom McBride mistook a pigeon for the ball and chased the bird. The hit went for a double, while the fans hooted. In the last half of the inning, Outfielder Hal Peck of the A's, making a throw to the infield, brought down a pigeon in flight.

Dog gone it, a mutt almost cost Indiana the Illinois game on October 6. A second-period touchdown pass was nullified because a huge boxer wandered onto the field behind the Illinois forward wall. Referee Bill Blake blew the ball dead, voiding the counter.

On the replay, Raimondi connected with Kluszewski, but the latter had stepped over the end zone, and that counter, too, was nullified. The Hoosiers had to go to the fourth period before pushing over the winning t.d.

Charley Dressen, the Dodgers coach, is famed far and wide for his sign-stealing skill. The most impressive demonstration of his talent occurred during the 1937 All-Star game. The National League stars met in their hotel lobby to devise a common set of signals. There they were, athletes from eight different clubs, puzzled as to how to go about it.

Dressen called them together and

NOVEMBER, 1945

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said nonchalantly. "Listen men, don't worry about working up any new signs for this game. Each one of you use the signs of your own team. I will translate the signs and relay them. I'll flash them back to everybody. I know them all." And he did!

Everybody has heard and used the expression, "I'll run you till your pants fall off." But has anybody ever seen it happen? "Just recently," writes Sgt. Mort F. Irwin, of the Marines, "I was in Honolulu watching Coach Tony Morse put his Punahou prep eleven through their paces when it happened.

"Tackle Jim Clark was jogging around the field when his pants suddenly slipped their moorings and dropped to his knees. Without breaking stride, the 200-lb. tackle reached down and with a few fancy twists and the help of fullback Bob McNamara pulled them up to required standards."

From **Dean Academy** in Franklin, Mass., Coach Grant Longley relays the one Paul Swaffield told at a recent coaches-press meeting. Swaffield referred the Army-Melville PT game at West Point. After the Army regulars took over and started to do a job on the Melville team, he overheard a big Cadet lineman talking to a Melville guard across the scrimmage line.

"Are you looking for something?" growled the West Pointer, glaring at the shorter opponent, who looked as though he were taking all the punishment he could stand.

"Not at all," replied the Melville player as quickly as possible. "Anything I do here is in the line of duty."

Smoke screen. Representative Charles A. Witte of St. Louis, declaring he was tired of dodging foul balls, introduced a bill in the Missouri House of Representatives that requires a screen in front of all spectator areas at baseball fields and hockey rinks. He also intends to introduce an amendment showing that the proposed screen would also protect players and umpires from pop bottles thrown by irate fans.

Pardon us while we slap our backs vigorously. W. J. Van Orden, director of athletics at the Starr Commonwealth School for Boys, Albion, Mich., tells us he picked up three basic six-man football plays from *Scholastic Coach* and used them to paste Tekonsha High, 46-0. "I'm not fooling you in the least," he writes. "I had never even seen a six-man game, and if I hadn't come across that article in your magazine, I'm sure my boys would not have done so well."

If the **Temple Owls** looked like fugitives from a flop house toward the end of the season, blame it on their winning streak. New jerseys were ordered for the Owls this season, but they arrived too late to be used in the opening game. After winning their first five games, the boys refused to give up their old red jerseys.

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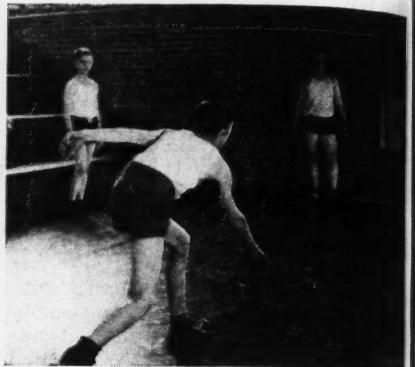
(Continued from page 49)

equipment problems may improvise their own gear for these tests. Here are some of the things we've done in the way of home-making.

Strike Target. Constructed of one-inch boards, cut to proper size. Front boards are nailed to cross-strips top and bottom, each one-inch thick and three-inch wide. One-inch holes are bored near top corners of target through which ropes for suspending target are tied. Large metal hooks tied to other ends make it possible to hook target over horizontal heat pipes in gym or to hook it on wire of baseball backstop on playground.

Rope Climb. Boys who experience difficulty in initial attempts may strengthen arm and shoulder muscles on horizontal ladder. After practicing on ladder, they can return to rope with greater chance for success.

Chinning Bar. Our bar is a piece of pipe an inch and a quarter in diameter placed across a passage way in the gym. The pipe may also be set at various heights on the bleacher seats (across alleyway between bleacher sections), thus bet-



Strike Target

ter accommodating boys of different heights.

Vertical Jump Board. Take a board four-inches thick, twelve-inches wide and five-feet long, bevel edges to give it neat appearance, paint front surface with two or three coats of slate paint, stain and varnish edges, and mount with expansion bolt at each end. If mounted so that shortest boy can reach lower few inches, you will have plenty length to take care of tallest boy.

MORRISONVILLE GRADE SCHOOL Physical Achievement Certificate

is awarded the _____
for having successfully passed the requirements of the
Morrisonville Grade School Physical Education Department for Boys
Director _____

MORRISONVILLE GRADE SCHOOL PHYSICAL ACHIEVEMENT STANDARDS

Name	Grade	Age	Test date	Actual Result
Group One - Game Skills	Age 10-11	Age 12-13	Age 14-15	
1. Basketball Goal Shooting	3 in 30 sec.	5 in 30 sec.	7 in 30 sec.	
2. Basketball Pass—10 yds.	3 out of 5	4 out of 5	5 out of 5	
3. Soccer Goal Kick—45 ft.	3 out of 5	4 out of 5	5 out of 5	
4. Catching Fly Ball—65 ft.	3 out of 5	4 out of 5	5 out of 5	
5. Strikes—Playground Ball	3 in 6-25 ft.	3 in 6-30 ft.	3 in 6-35 ft.	
Group Two - Track & Field	Age 10-11	Age 12-13	Age 14-15	
1. Dash	50 yd. 8 sec.	100 yd. 14 sec.	100 yd. 13 sec.	
2. Broad Jump—Standing	5 ft.	5 ft. 4 in.	5 ft. 8 in.	
3. High Jump	3 ft.	3 ft. 6 in.	3 ft. 9 in.	
4. Shot Put—8 lb.	18 ft.	21 ft.	24 ft.	
5. Baseball Throw—Distance	110 ft.	150 ft.	175 ft.	
Group Three - Gymnastics	Age 10-11	Age 12-13	Age 14-15	
1. Rope Climb—Hands & Feet	18 ft.	18 ft. 17 sec.	18 ft. 15 sec.	
2. Head Stand	3 sec.	4 sec.	5 sec.	
3. Chin Self	3 times	5 times	7 times	
4. Vertical Jump	11 in.	14 in.	16 in.	
5. Crab Walk—75 ft. Backward	20 sec.	18 sec.	15 sec.	

12 events must be passed. There must be 4 from each group.

Morrisonville's Physical Achievement Standards and Certificate

NOVEMBER, 1945

53

Basketball Posers

(Continued from page 34)

four taps are possible, two by each center

A team has five seconds to put the ball in play out of bounds, and 10 seconds to bring it over the center line. In short, they have a full 15 seconds to get the ball into the front court.

The count by the official should go like this—1001, 1002, 1003, 1004—ball in from out of bounds, then 1001, 1002, 1003, etc., until the ball goes into the front court or the official reaches 1010, whichever comes first. Fifteen seconds is a long time. Try judging it some time. It might surprise you how long this time span really is.

Coaches, players and officials (spectators could be included, too) should have a knowledge of just what is in the rule book. I'm referring to technicalities and situations of the type mentioned in this article, not generalities.

Coaches and players should go through the rule book once or twice during the season and discuss any items that seem to bother the players.

Officials, of course, should look into the book as often as possible, reading it as many as 10 or 15 times a season.

Athletic Institute

(Continued from page 40)

lately no equipment would have been available for anyone but Army and Navy installations.

The Institute is prepared to utilize every opportunity to arouse the federal government in regard to the importance of sports and recreation in national efficiency.

It will be available as a liaison between agencies of the federal government and institutions and individuals interested in athletics and physical fitness.

It will aid state governments wherever possible in the formation of branches charged with stimulating and coordinating athletics, recreational and all types of physical fitness activities.

It will encourage municipal governments to establish committees for surveying, evaluating and improving local sports and recreation facilities, programs and leadership.

The Institute asks no other reward than to be of service to the established physical fitness and recreational agencies . . . in an advisory or merely stimulating capacity.

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(Continued from page 9)

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This forces him to take the long way around. You, on the other hand, have the favored inside position.

Another grave mistake is to take your eyes off a man after he passes. Nine times out of ten, a smart opponent will cut for the basket for a return pass and an easy goal.

Learn to switch instantly. At the same time, don't overdo it. Switch only when necessary. When you do, yell "Switch!", so your teammate can pick up your man without loss of time.

In rebounding under the defensive basket, never bat the ball. You may hit it into an opponent's hands for an easy score.

Catch all rebounds and pass out quickly and as long as possible. The long pass cuts off the defensive men.

Be careful not to play too far under the basket, or the rebounding opponents may drive you out of bounds. Stay under the hoop regardless of how hard the opponents drive in.

When you lose the ball on offense, rush back to defensive position unless there is a reasonable chance of regaining the ball. If you can pick up a loose man, do so immediately. Point to him and yell, "I got him!" Stay with him until you can safely switch back to your own man.

When caught alone under the basket with two or three opponents,

don't give up. Play a hundred percent harder. Never allow them to draw you away from the basket. Feint at the ball-handler to stop him. Then drop back to the man under the basket. Stall until help arrives. Force the shot from as far out as possible.

The pivot man is the key on offense. If he is permitted to handle the ball too freely, your team is in for a tough evening.

Guarding him is a man's size job. First, try to prevent him from taking his favorite position. If he merely runs to this position without faking, you can get to the spot simultaneously, forcing him to move away.

Once he sets up, play alongside rather than in back of him. Keep one hand in front of him to deflect incoming passes. Stay on the ball side of the court.

If he gets the ball, drop behind him immediately. You may then switch to any man cutting by.

Study the pivot's style of play carefully. If he shoots with only one hand, your job should be simple. Just play him heavily to that side. If he can shoot with both hands, watch out! Don't be fooled by fakes. Stick with him, try to deflect the shot, then go up for the rebound. If you keep an inside position, three out of four rebounds should be yours.

RECESS BASKETBALL . . . by Huron J. Smith

Huron J. Smith directs the health and physical education program at Churchville, N. Y.

WHILE most boys start learning basketball in the seventh and eighth grades, the instruction usually is of such skimpy nature and the opportunities to practice so rare, that hardly ever do they come up to high school with a good knowledge of the fundamentals.

The coach, therefore, must spend much of the time he would ordinarily devote to offensive and defensive patterns, to a course on simple fundamentals. How much easier his task would be and how much more he could accomplish if the boys reported to him with a good basic knowledge of passing, shooting, dribbling, etc.!

It was with this idea in mind that we launched the "15-minutes-a-day" program at Churchville. We now start with the boys in the *fourth grade*, not only in basketball but in the other sports as well. We have thus been able to lay the groundwork for good *varsity* teams in the high school. All

with a great economy of coaching time.

Most schools haven't the facilities for running special training periods for grade pupils. But nearly every school has a lunch hour or a special recess during the day in which this may be done.

At Churchville, the grade groups have a recess from 11:30 until 12. As this corresponds with my lunch hour, I spend 15 minutes of the time teaching them basketball fundamentals, with special emphasis on passing.

After the boys have practiced for four or five weeks, two teams are picked. These quintets play between the halves of certain *varsity* games. They wear old *varsity* uniforms which are taped or sewn down to fit, and knee guards. They play a regulation grammar school game. The official is an experienced man who dresses for the occasion and who is assisted by two regular timers and scorers. The boys must report to the scorers, ask for time out, etc., just as in a *varsity* game.

New Books

THE UNBALANCED T. By Charles Avedisian and Robert Trocolor. Pp. 31. Illustrated—photographs and diagrams. \$1.25.

THE unbalanced-line T formation created a minor furor when its inventors, Avedisian and Trocolor, both former pro stars who are now high school coaches, introduced it in *Scholastic Coach* last June.

Moved by this show of interest, the authors went into the book business. And here is their opus, a tidy 31-page treatise on their unbalanced T, brimming with technical analyses, diagrams and pictures.

They point out the advantages of their offense, then present you with all the basic details. In addition to the pure mechanics, they offer two unusually helpful chapters on signal systems and strategy.

The unbalanced T was first used by Avedisian in 1943 at Columbia Grammar School, New York City. Trocolor picked it up the following year at St. Mary's High in New Jersey. He promptly won nine out of ten games with it.

At present writing, 12 high schools and two colleges are using this method of attack.

THE APPLICATION OF MEASUREMENT TO HEALTH AND PHYSICAL EDUCATION. By H. Harrison Clarke. Pp. 415. Illustrated—photographs and tables. New York: Prentice-Hall, Inc. \$3.75.

HERE is a significant contribution to the field of tests and measurements. Instead of giving tests the usual functional classification, the author has considered them in relation to the specific physical education objectives they are designed to meet.

Thus, tests designed to meet the physical fitness objectives are grouped together, as are those intended to meet the social objectives and, also, those directed toward the cultural and recreational objectives.

The text comes in five main sections: Fundamental considerations of measurement, physical fitness, social efficiency, physical education skills and appreciations, and administrative problems.

The field is covered thoroughly and practically. The myriad tests represent the finest, most scientific devices extant, and are presented in easy-to-follow fashion.

Insofar as physical education skills and appreciations are concerned, the tests cover 16 sports (archery, badminton, baseball, basketball, football, golf, gymnastics, handball, field hockey, ice hockey, rhythm tests, soccer, squash racquets, swimming, tennis, and volleyball).

The book should prove a dynamic force in the development of physical education programs.

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Readers of *Scholastic Coach* may use this convenient form to obtain free literature and sample goods from *Scholastic Coach* advertisers. The offers listed are self-explanatory. For further details, refer to the advertisement; the page number is given in parenthesis next to each advertiser. After carefully checking items desired, mail this coupon directly to *Scholastic Coach* Advertising Department, 220 East 42 Street, New York 17, N. Y.

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